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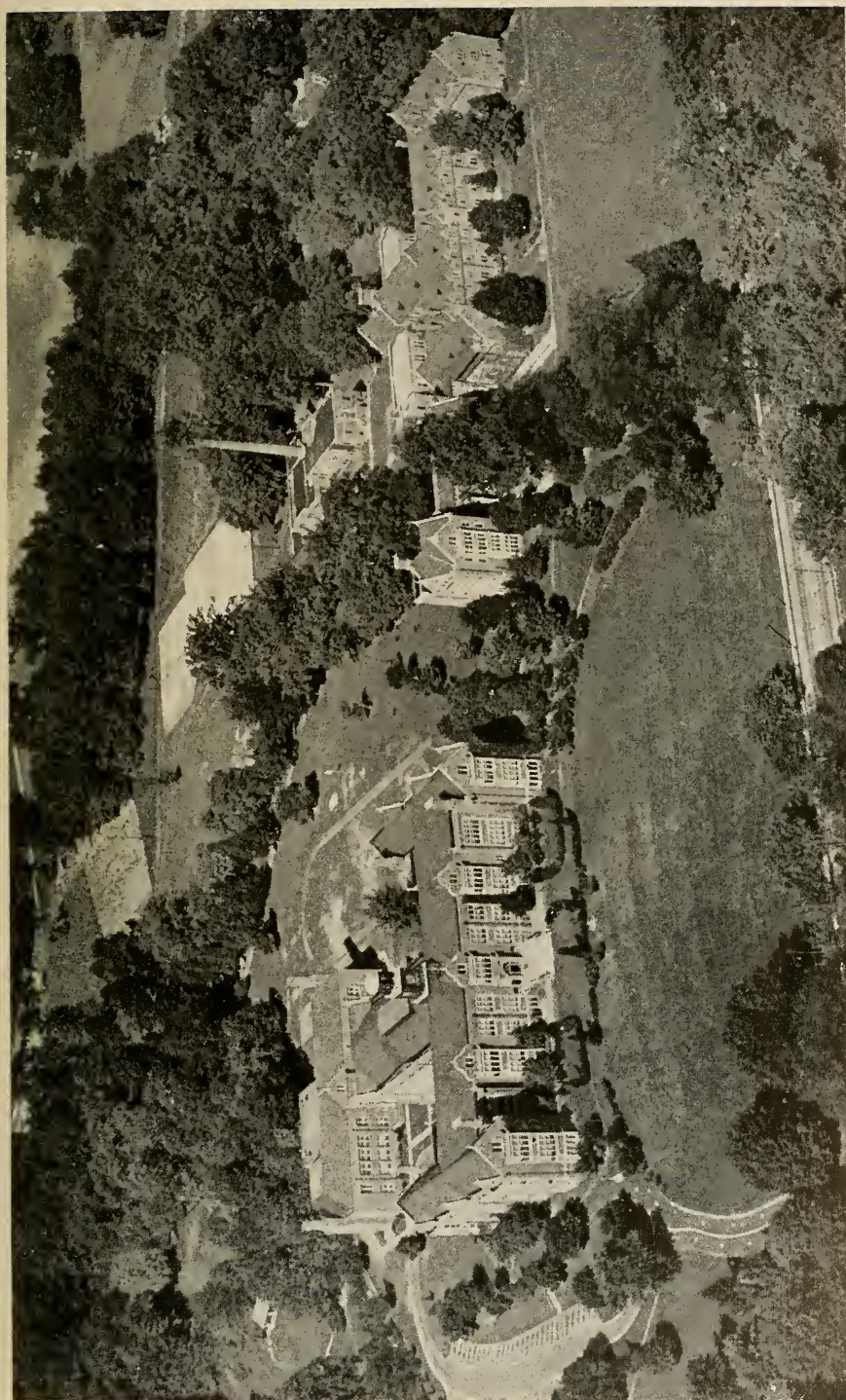
**The
State Teachers College
at Towson**

Towson, Maryland



CATALOGUE ANNOUNCEMENT

1947-1948



AIRPLANE VIEW OF THE STATE TEACHERS COLLEGE AT TOWSON



ADMINISTRATION BUILDING

The State Teachers College at Towson



Member
THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES
and
THE AMERICAN COUNCIL ON EDUCATION



CATALOGUE 1946-1947
ANNOUNCEMENT 1947-1948

Eighty-Second Year Begins September, 1947

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1947/48-1951/52
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To High School Graduates

THE State Teachers College at Towson is a professional school. It has a specific function which makes it unique among the colleges of the State. Its student body is a selected group of the high school graduates of the State who have been recommended by the school officials and the high school principals of the separate school systems on the basis of scholarship, personal fitness, and aptitudes for teaching.

The B. S. degree conferred by the state teachers colleges is the only authorized degree which is exchangeable for a certificate licensing the holder to teach in the elementary schools of Maryland. It is granted on the authority of the State Board of Education, which is the accrediting agency for secondary schools and colleges in Maryland.*

If you are interested in becoming a teacher, let us appraise your aptitude for the work. We shall be glad to receive your application for admission.

Sincerely yours,

M. THERESA WIEDEFELD,

President.

* The State Teachers College at Towson is on the accredited list of the American Association of the Teachers Colleges. Its degree is honored by university graduate schools and by any state school system in the country.

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THE STATE TEACHERS COLLEGE at TOWSON, MARYLAND
CALENDAR FOR 1947-1948

Registration—First Semester

All Freshmen.....Wednesday, September 10

All students other than Freshmen.....Friday, September 12

Regular Schedule of work for first semester:

All Freshmen.....Thursday, September 11

All students other than Freshmen.....Monday, September 15

Dormitories open for resident students:

Resident Freshmen.....3 P.M., Tuesday, September 9

Resident students other than Freshmen.....Friday, September 12

Thanksgiving recess begins—4 P.M.....Wednesday, November 26

Classes are resumed—9 A.M.....Monday, December 1

Christmas recess begins—4 P.M.....Friday, December 19

Classes are resumed—9 A.M.....Monday, January 5

Founders Day.....Thursday, January 15

First semester ends.....Thursday, January 29

Second semester:

Registration.....Monday and Tuesday, February 2 and 3

Classes are resumed.....Wednesday, February 4

Easter recess begins—4 P.M.....Wednesday, March 24

Classes are resumed—9 A.M.....Tuesday, March 30

Second semester ends.....Friday, June 11

CommencementTuesday, June 15

Lida Lee Tall School

Regular work begins.....Monday, September 8

School closes.....Friday, June 11

STATE BOARD OF EDUCATION AND TRUSTEES
of the
STATE TEACHERS COLLEGE AT TOWSON, MARYLAND

TASKER G. LOWNDES, *President*
 Cumberland

THOMAS G. PULLEN, JR., A.B., M.A., Ed.D.
State Superintendent and Secretary of the Board
 Catonsville

WENDELL D. ALLEN
 Baltimore

HARRY Y. GEORGE
 Brunswick

HORACE M. MORGAN
 Queen Anne

MRS. ALVIN THALHEIMER
 Baltimore

OSCAR B. COBLENTZ
 Catonsville

NICHOLAS OREM
 Hyattsville

ADMINISTRATIVE OFFICERS OF THE COLLEGE

M. THERESA WIEDEFELD, B.S., Ed.D.	<i>President</i>
(Retiring August 31, 1947)	
EARLE T. HAWKINS, A.B., M.A., Ph.D.	<i>President</i>
(Appointed September 1, 1947)	
ANITA S. DOWELL, A.B., M.A., Ph.D.	<i>Assistant to the President</i>
REBECCA C. TANSIL, A.B., M.A., Ph.D.	<i>Registrar-Business Manager</i>
IRENE M. STEELE, B.S., M.A.	<i>Principal, Lida Lee Tall School</i>
AZILE M. FLETCHER, A.B., M.A.	<i>Director of Student Activities</i>
MARY S. BULKLEY, B.S., M.D.	<i>College Physician</i>
MARGARET BARKLEY, A.B., B.S., M.S.	<i>Librarian</i>
(Resigned February 1, 1947)	
DOROTHY W. REEDER, A.B., B.S., M.S.	<i>Librarian</i>
(Appointed September 1, 1947)	
*ANNA M. BAKER, A.B., B.S.	<i>Dietitian</i>
ELSIE PANCOAST WASSON, B.S., M.S.	<i>Dietitian</i>
(Appointed September 1, 1947)	
MAURICE W. RICHARDSON	<i>Superintendent of Buildings and Chief Engineer</i>
AUDLEY R. BUTLER	<i>Superintendent of Grounds and Farm Manager</i>

*Resigned June 1947

FACULTY

1946-1947

- M. THERESA WIEDEFELD.....*President*
 Diploma, Maryland State Normal School; B.S., and Ed.D.,
 Johns Hopkins University
 (Retiring August 31, 1947)
- EARLE T. HAWKINS.....*President*
 A.B. Western Maryland College; M.A. Teachers College,
 Columbia University; Ph.D., Yale University
 (Appointed September 1, 1947)
- ANITA S. DOWELL.....*Assistant to the President, Health Education*
 A.B., Goucher College; M.A., and Diploma in the Supervision
 of Health Education, Teachers College, Columbia Uni-
 versity; Ph.D., Johns Hopkins University
- *ANNA M. BAKER.....*Dietitian*
 B.S., North Dakota Agricultural College, Fargo, North Dakota;
 A.B., Western Maryland College
- **MARGARET BARKLEY.....*Librarian*
 A.B., Goucher College; B.S., and M.S., School of Library Service
 Columbia University
- ***A. DOROTHY BERGNER.....*Science*
 A.B., Goucher College; A.M. and Ph.D.,
 Columbia University
- MARY CLARICE BERSCH.....*Education*
 Diploma, State Teachers College, Farmville, Va.;
 B.S., George Peabody College for Teachers; M.A.,
 Teachers College, Columbia University; graduate
 study, University of California, University of
 Mexico, University of Chicago
- PEARLE BLOOD.....*Geography, Social Sciences*
 B.S., Teachers College, Columbia University; M.A., Colum-
 bia University; graduate study, University of Chicago
- ARTHUR W. BREWINGTON.....*English*
 A.B., Asbury College, Kentucky; M.A., Cornell University;
 Ph.D., George Peabody College for Teachers
- BERNICE A. BROUWER.....*Art*
 Life Certificate and A.B., Western State Teachers College
 Kalamazoo, Michigan; M.A., Teachers College,
 Columbia University

*Resigned June 1947

**Resigned Feb. 1, 1947

***Substitute, 1946-47

- STELLA E. BROWN.....*Director of Student Teaching*
 Diploma, Maryland State Normal School; B.S., and M.A.,
 Diploma in Elementary School Supervision and Diploma for
 Director of Training School, Teachers College, Columbia
 University; graduate study, Johns Hopkins University
 and Columbia University
- MARY S. BULKLEY.....*Resident Physician, Health Education*
 B.S., Nebraska Wesleyan University, Lincoln, Nebraska;
 M.D., University of Nebraska, Omaha, Nebraska
- LOUIS T. COX, JR.....*Science*
 B.S., State Teachers College at Towson
 M.A., Teachers College, Columbia University, New York City
 (Appointed September 1, 1947)
- EUNICE K. CRABTREE.....*English, Language Arts*
 A.B., M.A., George Washington University; Ed.D., Johns
 Hopkins University
- COMPTON N. CROOK.....*Science*
 B.S. and M.A., George Peabody College for Teachers,
 Nashville, Tennessee
- ELNA J. DANIELS.....*Physical Education*
 A.B., Barnard College; M.A., Teachers College, Columbia
 University; graduate study, Teachers College, Columbia
 University
- AZILE M. FLETCHER.....*Director of Student Activities*
 A.B., Lander College, Greenwood, South Carolina
 M.A., Furman University, Greenville, South Carolina
 (Appointed September 1, 1947)
- W. FRANK GUESS.....*English*
 A.B., Presbyterian College, Clinton, South Carolina;
 M.A., University of North Carolina, Chapel Hill
- M. JEANNE HARRISON.....*Art*
 B.S. and M.A., Ohio State University, Columbus
- WILLIAM H. HARTLEY.....*History, Visual Education*
 B.S., Springfield College, Mass.; M.A., Ed.D., Teachers
 College, Columbia University
- NINA HUGHES.....*English*
 A.B., Florida State College for Women, Tallahassee
 M.A., Catholic University of America, Washington, D. C.
 (Appointed September 1, 1947)
- MARY CATHERINE KAHL.....*Asst. Director of Student Activities, History*
 A.B., M.A., University of Maryland

- JOHN W. MCCLEARY.....*History*
 A.B., Johns Hopkins University; M.A., University of Wisconsin;
 Ph.D., Johns Hopkins University
 (Appointed September 1, 1947)
- HAZEL MACDONALD.....*Music*
 Public School Music Diploma, Iowa State Teachers College,
 B.S., M.A., Teachers College, Columbia University
- *SARAH F. MCDUFFIE.....*Science*
 B.S., University of Minnesota, Minneapolis; M.S., Catholic
 University of America, Washington, D. C.
- MARGARET J. MCKIBBEN.....*Science*
 B.S., Grove City College; M.S., University of Pittsburgh
 (Appointed September 1, 1947)
- DONALD I. MINNEGAN.....*Physical Education*
 Diploma, Illinois State Teachers College; B. Phys. Ed.,
 Springfield College, Mass; M.A., New York University;
 Ed.D., George Washington University
- *DIANA DE KRYGER MONSMAN.....*History*
 B.S. and Ph.D., Johns Hopkins University
- HAROLD E. MOSER.....*Mathematics*
 Diploma, Maryland State Normal School; B.S., Johns Hopkins
 University; M.A., Teachers College, Columbia University;
 Ph.D., Duke University
- LOIS D. ODELL.....*Science*
 A.B., New York State College for Teachers, Albany; M.A.,
 Cornell University, Ithaca, New York
 (Appointed September 1, 1947)
- DOROTHY W. REEDER.....*Librarian*
 A.B., Subsquehanna University, Selinsgrove, Pennsylvania
 B.S., in Library Science, Drexel Institute of Technology,
 Philadelphia M.S. in Library Science, University of
 Michigan, Ann Arbor
 (Appointed September 1, 1947)
- MARY RAFFLE ROBINSON.....*Art*
 B.F.A., Richmond Professional Institute of the College of
 William and Mary, Virginia; M.A., Teachers College,
 Columbia University,
 (Appointed September 1, 1947)
- MARY E. ROACH.....*Physical Education*
 Diploma, Central School of Hygiene and Physical Education,
 New York City; B.S., New York University; graduate
 study, Teachers College, Columbia University

- LUCY SCOTT.....*Director of Student Teaching*
B.A., Trinity University, Waxahachie, Texas; M.A., Teachers
College Columbia University; Ph.D., State University
of Iowa
- GENEVA STEPHENSON.....*English*
A.B. and M.A., Ohio State University, Columbus; Teacher's
Diploma, American Academy of Dramatic Art, New York City
- IRENE M. STEELE.....*Principal, Lida Lee Tall School*
Diploma, Maryland State Normal School; B.S., and M.A.,
and Diploma in Elementary Supervision, Teachers College,
Columbia University; graduate study, University of
Chicago and Columbia University
- REBECCA C. TANSIL.....*Registrar and Business Manager*
A.B., University of Tennessee; M.A., George Peabody Col-
lege for Teachers; Ph.D., Columbia University
- ELSIE PANCOAST WASSON.....*Dietitian*
B.S., University of Maryland; M.S., Teachers College, Columbia
University
(Appointed September 1, 1947)
- E. CURT WALTHER.....*Geography Social, Sciences*
A.B., Cincinnati University; M.A., Teachers College Columbia
University; Ed.D., Johns Hopkins University
- ERNEST O. VON SCHWERDTNER.....*Languages*
A.B., St. John's College, Annapolis; graduate study,
Johns Hopkins University
- J. FREDERICK WEAVER.....*Mathematics*
B.S. and M.S., Bucknell University, Lewisburg, Pennsylvania;
graduate study, Duke University, Durham, North Carolina
- JOE YOUNG WEST.....*Science*
B.S. and M.A., George Peabody College for Teachers; Ph.D.,
Columbia University
- PAUL M. WEST.....*English*
B.S., Delta Teachers College, Cleveland, Mississippi;
M.A., George Peabody College, Nashville, Tennessee;
graduate study, Johns Hopkins University
- EMMA E. WEYFORTH.....*Music*
A.B., Goucher College; M.A., and Diploma in Supervision of
School Music, Teachers College, Columbia University
- HAZEL E. WOODWARD.....*Education, History*
A.B., University of Minnesota; M.A., Teachers College,
Columbia University; graduate study, Teachers College,
Columbia University

LIDA LEE TALL SCHOOL FACULTY

Observation, Demonstration, and Student Teaching Laboratory
1946-1947

- IRENE M. STEELE.....*Principal*
Diploma, Maryland State Normal School; B.S., and M.A., and
Diploma in Elementary Supervision, Teachers College,
Columbia University; graduate study, University of
Chicago and Columbia University
- MARY A. GROGAN.....*First Grade*
Diploma, Maryland State Normal School; B.S., and M.A.,
Diploma in Elementary Supervision, Teachers College,
Columbia University; graduate study, Harvard University
- *ANNIE REE KITTRELL.....*First Grade*
A.B., East Carolina Teachers College, Greenville, North Carolina;
M.A., Teachers College, Columbia University, New York City
- AGNES E. CARLTON.....*First Grade*
A.B., Salem College, Winston-Salem, N.C.; M.A. Teachers College,
Columbia University
(Re-appointed September 1, 1947)
- *ELIZABETH N. HARROW.....*Second Grade*
B.S., Mary Washington College, Fredericksburg Virginia
- LENORA C. BRENNAN*Second Grade*
B.S., Western Michigan College of Education; M.A.,
Teachers College, Columbia University
(Appointed September 1, 1947)
- E. HEIGHE HILL.....*Third Grade*
Diploma, Maryland State Normal School; B.S., Johns Hopkins
University; M.A., Teachers College, Columbia University
- MARGUERITE C. DOUGHERTY.....*Third Grade*
Diploma, State Normal School, West Chester, Pennsylvania;
B.S., M.A., and Diploma in Teacher Training, Teachers College
Columbia University, graduate study, University of
Pennsylvania
- C. GLADYS HUGHES.....*Fourth Grade*
A.B., Woman's College, University of North Carolina; M.A.,
George Peabody College for Teachers
- MARGUERITE S. SEAMAN.....*Fifth Grade*
Diploma, Maryland State Normal School; B.S., Johns Hopkins
University; graduate study, University of Chicago
- HILDA KESTNER.....*Sixth Grade*
Diploma, Maryland State Normal School; B.S., and M.A.,
Teachers College, Columbia University

ASSISTANTS IN ADMINISTRATION

ADDA L. GILBERT.....	<i>Secretary to the President</i>
MARGUERITE S. GERMAN.....	<i>Stenographer, Main Office</i>
MARGARET G. BARALL.....	<i>Financial Secretary</i>
AGNES T. DEBAUGH.....	<i>Assistant to Registrar</i>
MARY C. DONNELLY.....	<i>Business Clerk</i>
EDNA M. CADIGAN.....	<i>Stenographer, Registrar's Office</i>
WINIFRED N. BAKER.....	<i>Clerk in Lida Lee Tall School Office</i>
M. KATHLEEN SMITH.....	<i>Clerk and Switchboard Operator</i>
LISLE H. FERGUSON, R. N.....	<i>Resident Nurse</i>
SUE W. RICHARDSON.....	<i>Manager of Book Shop</i>

Library

ATTIE A. ALFORD.....	<i>Reference Librarian</i>
A.B., Agnes Scott College, Decatur, Georgia; M.A., Duke University, Durham, North Carolina; B.S., in Library Service, Columbia University, New York City	
MERLE YODER.....	<i>Circulation</i>
Diploma, Maryland State Normal School; Diploma in Library Science, Western Reserve University, Cleveland, Ohio; B.S., University of Maryland	
MARJORIE M. MOHLHENRICH.....	<i>Curriculum Laboratory</i>
B.A., Goucher College; M.A., Gallaudet College, Washington, D. C.	

Affiliated Practice Centers**Baltimore City****1946-1947**

VIVIAN I. CORD.....	<i>First Grade, School No. 55</i>
Diploma, State Normal School at Towson, Maryland; B.S. and graduate study, Johns Hopkins University	
NAOMI M. WEBSTER.....	<i>First Grade, School No. 44</i>
Diploma, State Normal School at Towson, Maryland; study, Johns Hopkins University	
ELSIE M. ECKER.....	<i>Second Grade, School No. 59</i>
Diploma, State Normal School at Towson, Maryland; B.S., University of Maryland	
B. OLGA TIMMONS.....	<i>Third Grade, School No. 211</i>
Diploma, State Normal School at Towson, Maryland; study, Johns Hopkins University	
ANN WILLIAMS.....	<i>Fourth Grade, School No. 44</i>
B.S., State Teachers College at Towson, Maryland; graduate study, University of Maryland	

*Resigned June 1947

JOSEPHINE TORO.....	<i>Fifth Grade, School No.</i>	55
Diploma, State Normal School at Towson, Maryland; study Johns Hopkins University		
SOPHIA A. LEUTNER.....	<i>Sixth Grade, School No.</i>	59
Diploma, State Normal School at Towson, Maryland; B.S., Johns Hopkins University; graduate study, Teachers College, Columbia University		
JOHN B. GRAYBILL.....	<i>Sixth Grade, School No.</i>	60
B.S., State Teachers College, Millersville, Pennsylvania; M.S., Bucknell University, Lewisburg, Pennsylvania		

FACULTY COMMITTEES—1946-1947

Faculty Standing Committee

DR. HARTLEY—*Chairman*
 DR. MOSER
 MISS BLOOD
 DR. CRABTREE
 DR. SCOTT
 MISS STEELE

Faculty Trustees for Culture and Student Loan Funds

DR. WALTHER—*Chairman*
 MISS BARKLEY
 MISS BERSCH

Faculty Social Committee

MISS KAHL—*Chairman*
 MRS. BROUWER
 MISS BROWN

Committee on Academic Standing

DR. WIEDEFELD—*Chairman*
 DR. DOWELL
 DR. CRABTREE
 MISS BROWN
 DR. WALTHER
 DR. TANSIL

Committee on Faculty Meetings

DR. MOSER—*Chairman*
 DR. CRABTREE
 DR. SCOTT
 MISS GROGAN

Committee on Curriculum Materials

MISS WOODWARD—*Chairman*
 DR. BERGNER
 MRS. BROUWER
 DR. CRABTREE
 DR. MINNEGAN

MISS HARROW
 DR. HARTLEY
 DR. DOWELL
 MISS MACDONALD

Curriculum Committee

DR. SCOTT—*Chairman*
 MR. WEST, *Secretary*
 MR. VON SCHWERDTNER
 MISS BERSCH
 MISS DANIELS
 MISS BLOOD

Service Committee

MISS YODER—*Chairman*
 DR. WEST
 MISS HARRISON

Glen Committee

MISS BROWN—*Chairman*
 DR. DOWELL
 DR. BERGNER
 MISS HILL
 MISS ROACH

Healthy Living Committee and Safety Council

MISS STEELE—*Chairman*
 DR. BULKLEY
 DR. DOWELL
 MISS DANIELS
 MR. CROOK

Advisers to Clubs or Special Interest Groups

Student Government Association.....	Adviser, DR. WALTHER Assoc. Adviser, MISS BARKLEY
Student House Committee.....	MISS KAHL
Glee Club	MISS WEYFORTH
Assembly Committee	MR. WEST
Marshals	MISS BLOOD
Tower Light.....	DR. CRABTREE, DR. WALTHER, MR. GUESS, MRS. BROUWER
Athletic Association.....	MISS ROACH
Art Club.....	MRS. BROUWER
Natural History Club.....	DR. DOWELL
Rural Club.....	MISS BROWN
Orchestra	MISS MACDONALD
Student Christian Asso. Choir.....	MISS MAC DONALD
Dramatic Club.....	DR. BREWINGTON, MISS STEPHENSON
Freshman Advisory Council.....	DR. MOSER
Men's Club.....	MR. WEST

GENERAL INFORMATION

HISTORY OF THE STATE TEACHERS COLLEGE

The State Teachers College at Towson (formerly the Maryland State Normal School), the oldest and the largest institution in the state of Maryland for the education of teachers, was created by the Maryland Legislature in 1865, and opened on January 15, 1866. It was for a long time the only institution devoted exclusively to the preparation of teachers for the public schools of Maryland. The old normal school building which housed the school on Lafayette Square, in Baltimore, from 1876 until 1915, is gratefully remembered by hundreds of Maryland teachers, and still stands as one of the most interesting landmarks in the history of public education in Maryland.

Location in Towson

In the autumn of 1915 the institution was moved into splendid new quarters in south Towson, a suburb of Baltimore where, under the supervision of the Maryland State Normal School Building Commission, the state made an educational investment of more than \$840,000. New buildings and improvements have been added until the total investment is now more than a million and a half dollars. Ideally located, the campus of eighty-eight acres comprises beautiful lawns, athletic fields, woodland, recreation park, and gardens. These offer abundant opportunities for healthful outdoor recreation and for practical knowledge gained by coordinating classroom instruction with field study.

Though entirely removed from Baltimore, the college is near enough to Maryland's great city for students to enjoy the art galleries, concerts, theatre, and lectures. The mail, express, and other conveniences of Towson are immediately at hand. The schools of Baltimore and Baltimore County afford opportunities for visiting typical urban, suburban, and rural schools, and provide facilities for directed teaching under normal conditions.

Normal School Becomes a State Teachers College

From its founding 1866 until 1931 this institution was a normal school offering two years of training for the elementary school teacher. In 1924 the Training School for Teachers in Baltimore City was closed. Since that date the elementary school teachers of Baltimore City as well as those of the counties, have been educated at Towson. In 1931 an Act of Legislature increased the course to three years. On May 25, 1934, the State Board of Education again took a progressive step and extended the course for elementary teachers to four years. In 1935 the name of the institution was officially changed to the State Teachers College at Towson, Maryland.

Training of Junior High School Teachers

With the adoption of the twelve-year school program throughout Maryland, the state teachers colleges will educate junior high school teachers as well as teachers for the elementary schools of Baltimore and the counties. Courses for junior high school teachers will be added to the program in September, 1947.

Junior College Division

A junior college division of the State Teachers College at Towson was inaugurated in September, 1946. Additional information about this program will be found in the Junior College Bulletin.

Status of Teaching Profession in Maryland

The educational objective in the state is to place "a trained teacher in every classroom" of its schools.

The 1947 Legislature passed several educational bills that should improve conditions in education. These bills recognize the value of professional preparation and more adequately compensate successful teachers who remain in the profession. The new salary scale recommended by the State Board of Education and passed by the Legislature places the minimum salary at \$2200.00 for all teachers meeting the certification standards.

Vacancies in positions in administration and supervision are filled by promoting experienced teachers of skill and ability who have indicated the necessary qualities of leadership and personality, as well as interest in preparing themselves through additional education.

The number of graduates of the Teachers Colleges for the past several years has not been sufficient to take care of the vacancies of the state school system. The present shortage of teachers will continue for some years. For this reason, now is an opportune time for qualified high school graduates who are interested in the profession of teaching to enter the Teachers College so that they may be ready to fill the vacancies in the state.

BUILDINGS

The main buildings are the Administration Building, the Lida Lee Tall School, Newell Hall and Richmond Hall (the two dormitories for women) the Cottage (dormitory for men), the Gymnasium, and the Powerhouse.

Administration Building

The Administration Building contains the executive offices, reception rooms, auditorium, lecture rooms, classrooms, laboratories, and the library.

The Lida Lee Tall School

The Lida Lee Tall School is the elementary school used for observation, demonstration, and the practice of teaching. It was once called the Model School, later the Campus Elementary School, and has been a recognized part of the setup for teacher education since September, 1866. The Lida Lee Tall School was named for Dr. Lida Lee Tall, principal and president of the college, from 1920 until 1938. The building was planned by Dr. Tall and she was successful in securing Legislative action and the appropriation for the building it. This building was completed in February, 1933. It is a six-grade elementary school and is attended by children of the nearby communities.

The Library

The library, located in the north wing of the Administration Building, houses a collection of approximately 37,000 volumes arranged on open shelves. Books are circulated for overnight or weekly use, and, in some cases, for a term of nine weeks. The reference reading room contains standard encyclopedias, dictionaries, and reference books on special subjects. The system of classification used is the Dewey Decimal Classification.

Supplementing the shelved volumes in the library are reference files of pamphlets and clippings, a picture collection of approximately 8,000 items, and current and back files of magazines. Current periodicals, which include 160 general and professional magazines, are arranged on open shelves in the periodical department.

In addition to the college library, there is a children's library in the Lida Lee Tall School. This library may be used by the college students who are preparing to teach, as well by the pupils and faculty of the elementary school. A well-balanced collection of 2,200 books for children is available here.

All entering students receive instruction designed to develop a working knowledge of the library. Use of the library is required by all departments, for supplementary reading of periodicals, indexes, and general reference material.

Students of the college have access to libraries in Baltimore. The Enoch Pratt Free Library (Baltimore's public library), with its large collection of books at the main central building and at many branches throughout the city, provides extensive opportunities for students' use. Outstanding among the other libraries are the Peabody Library, the Library of the Maryland Historical Society, the Maryland Diocesan Library, and the Library of the Maryland Museum of Art, which is open for reference and research and from which slides and cards may be borrowed for use by students.

Curriculum Laboratory

The curriculum Laboratory is a division of the library. It is operated cooperatively by the college and the State Department of Education for the purpose of familiarizing students and teachers with materials of instruction and providing opportunities to groups of teachers for working on curriculum problems.

Gymnasium

The latest addition to the college buildings is the gymnasium, which was completed during the 1942-43 session. This building, modern, and completely equipped, is the center of physical and health activities of the college.

RESIDENCE HALLS

Newell Hall

Newell Hall, named for Dr. M. A. Newell, the founder of the institution, is the main dormitory. The unit of arrangement, fully carried out

on the first two floors, is a pair of rooms with a bath between them. Each room accommodates two students. The third floor has the usual dormitory arrangement of group baths at the end of the corridor.

The infirmary, well equipped, occupies one wing of the first floor of Newell Hall.

The dining room in Newell Hall has a seating capacity of five hundred. Breakfast and luncheon are served cafeteria style, but the dinner is a served meal. The courtesies of social living become a part of the regular student life.

The dining room is open to day students at lunch time.

Richmond Hall

Richmond Hall, named in honor of the former principal, Miss Sarah E. Richmond, adjoins Newell Hall. This dormitory accomodates students in comfortable rooms, most of which are for two students. There are a few single rooms. The social room on the first floor provides facilities so that the boarding students may enjoy their leisure time and receive their friends.

The Cottage

Resident men students live in "The Cottage" on the West Campus and have their meals in the college dining room.

RESIDENT STUDENTS

Living in the residence halls is an essential part of the educational program. Parents may be assured that their daughters and sons are in the hands of careful, responsible, and experienced institutional directors. Efforts are made to interest students in recreation and social activities as a needful supplement to study and routine. Social functions, such as class entertainments, teas, receptions, and dances, are planned, with faculty cooperation, for all students. The social education of the students is considered important.

The social and recreational activities, in addition to the program of serious studies, are considered sufficient to occupy the time of the student. Visitors are received on Friday and Saturday evenings, and Sunday afternoons. Students must register their visitors as a part of the college guidance program.

Parents are earnestly requested not to ask for week-end home privileges for their sons and daughters oftener than once a month.

Religious interests of the students are cared for through the Student Christian Association. Chapel exercises are held in the dormitory one morning each week. Vesper services are held once a month under the auspices of the Student Christian Association. Cordial cooperation is maintained between the college and the clergymen of the various churches

in Towson and Baltimore, so that the resident students may be encouraged to attend regularly the church and Sunday-school service of their own choice.

Dormitory living is managed through a student government association honor system. Students make and enforce all rules and regulations having to do with student activities. Matters which are regulated by the home and the college in cooperation are administered by the Director of Student Activities and the resident staff.

A student who has reserved a room and has entered the dormitory must hold her reservation for the year, unless she withdraws because of weak scholarship or ill health. Boarding students may not withdraw to become day students, except for change of residence or by special permission of the president. Baltimore students may transfer to their homes during the term of student teaching.

Students may not board in Towson or elsewhere unless the dormitory is filled to capacity, in which case the college will place students in homes of hostesses affiliated with the college and under the supervision of the college. Any exceptions to this rule must be passed upon by the president.

What a Resident Student Should Bring

Every student must bring for personal use: furnishings for a bed—single sheets, pillowcases, spread, blankets, and quilted mattress pad*, size 72x30 inches, towels, toilet soap, two laundry bags, and one heavy sweater to prevent colds during the winter when students travel between buildings. Bed linen and towels must be marked with standard markers giving full name of student.

The difficulty of maintaining a full staff of employees, and the increase in costs of all essential materials, make it necessary to require students to have their personal laundry done at home. Unless contrary notice is given, students may have bed linens and towels laundered at the college.

ATHLETICS

The college provides two athletic fields, six tennis courts, a modern gymnasium, and other facilities for promoting recreational activities. In addition to the regularly scheduled classes in physical education, students may choose electives which are held in the late afternoons.

With the return of men students, the college is again participating in the sports program of the Mason Dixon Conference. There are competitive teams in basketball, rifle, wrestling, track, tennis, and baseball. Competition is scheduled with Johns Hopkins University, Randolph Macon College, Catholic University, Gallaudet, and other colleges in the Mason Dixon league.

*Mattress pad can be purchased in the college bookshop.

The women's athletic activities include volleyball, hockey, basketball, archery, tennis, softball, soccer, bowling, and badminton. Each spring a competitive interclass demonstration of dancing, stunts, and games is held. Throughout the year there is opportunity for competitive play in the various sports.

Women Students

Women students must wear the complete gymnasium uniform for all athletics. All entering students should order uniforms before the first week of college. The outfit includes suit, low white sneakers, and socks. Each student should own two suits in order that she may always present a neat appearance.

Students will receive notice about purchase of suits prior to the opening of the college.

Men Students

Each man is required:

To secure a regulation uniform consisting of shorts, sleeveless jersey, sweat pants, sweat shirt, socks and suitable footwear for indoor and outdoor activities.

To keep all athletic equipment neat and clean.

To mark athletic costumes. (This is essential for efficient collection and distribution. Use markers, tags, indelible pencil.)

To secure a locker in the gymnasium. (A deposit of 50 cents is required for keys.)

To be responsible for all athletic equipment issued to him.

Special caution must be observed in the care of towels, athletic uniforms, balls, bats, etc. This equipment is very expensive and loss of any article will be charged to the breakage fee of the offenders. Group charges are sometimes made.

STUDENT WELFARE

Health Service

The health of each student is carefully safeguarded. A resident physician and a trained nurse are full-time members of the staff. In order to discover remedial or serious physical defects, every student is given a thorough physical examination upon entrance, and parents are notified of the results of these examinations. Each subsequent year there is a thorough re-examination.

A student found to have a serious physical defect or chronic disease which will prevent the student from engaging in the required physical education courses may not be admitted to the college. A student is expected to correct remediable defects immediately after enrolling in the college.

If a student becomes ill enough to be sent to a hospital, to need X-ray or special treatments, or if a student suffers an injury on the athletic field or in any physical education class, the college does not assume financial responsibility in such cases. The college pledges itself, however, to assume such responsibility as can be met through infirmary service. In case of contagious disease parents are notified and required to take the student away.

In Newell Hall, a suite of five rooms is set aside for boarding students for infirmary purposes. There is a special-diet kitchen for the infirmary service.

The Advisory System

Upon entrance, each student is assigned an adviser who continues in this capacity for a one-year period. When a student enters his sophomore year, he has the privilege of choosing his adviser for the remaining three years in the college. A friendly relationship is thus established between a faculty member and the students he advises, so that the student is encouraged to bring his personal problems to the adviser. In addition to seeking guidance from faculty advisers, students are encouraged to consult the president, the instructors, and the registrar on academic and personal problems. Cumulative personnel records for all students are kept in the registrar's office and are available to advisers and other instructors working with students.

Orientation Program for Freshmen

The freshmen report to the college before the upper classmen arrive. Through a program of work and recreation they become acquainted with the campus, their instructors, and their schedules. These activities extend over a period of three days. The first day is given to registration and to conferences with faculty advisers; at this time responsible student officers of the college, members of Freshmen Advisory Council (F.A.C.) assist in conducting the freshmen into the college. On the two succeeding days, the mornings are given to the testing program. The students of F.A.C. plan social programs for the afternoons and evenings. An impressive ceremony, the induction into the Student Government Association called "The Lighting of the Way" discloses to the newcomers the spirit of the college.

Freshmen Mothers Week-End

On a specified week-end in November the mothers of all freshmen are invited to be guests of the college. Conferences are held with individual faculty members whereby a mother may discuss the progress of her son or daughter. A group meeting of faculty members and mothers is held in which the aims of the college and students problems are discussed. This week-end has proved to be of great value in the orientation program of the freshmen.

Assembly

The assembly programs of the college constitute an integral part of the educational offerings of the institution. A committee composed of faculty members and students plans the programs for the year. Outstanding speakers and artists from the fields of economics, art, literature, science, and music are brought to the college each year. It is often possible to secure speakers by cooperation with other cultural associations and institutions of higher learning in Maryland.

One assembly period each month is devoted to a chapel service voluntarily attended and conducted by students and members of the faculty.

The Book Shop

Under the management of the college a book shop is operated for the convenience of the students. Such materials as notebooks, pencils, paper, mimeographed outlines of courses, books, stationery, postcards, and souvenirs are sold. The Book Shop assists the successive classes in handling the purchase of their class pins and class rings, and renders various services to the students.

Placement of Graduates

Although the college has no designated bureau of appointments the registrar's office offers placement service to graduates and assists school administrators in finding teachers to fill vacancies. Each year the complete records of the graduates are furnished to the superintendents of Baltimore counties in which the students are appointed. These records show objectively the candidate's fitness for teaching. They give a summary of the student's scholastic record and an estimate of personal characteristics. The superintendents report that these records are of great value in placing graduates in teaching positions.

LOANS AND SCHOLARSHIPS

"Borrowing for an Education Is a Good Investment"

There are a number of loans which are available to students whose credentials are satisfactory. A student requesting a loan should make application to the chairman of the Board of Directors of the Student Loan Fund. Letters of recommendations must be filed with the application. The student's scholastic record in college must be satisfactory. The loans are made at a low rate of interest, and are payable on demand, but can usually be renewed until after graduation or until a student has received an appointment.

Freshmen students are eligible for the Albert S. Cook Scholarship Loan. *The Albert S. Cook Scholarship Loan for Freshmen* was established by the Maryland State Teachers Association as a tribute to Dr. Cook who retired from active service as State Superintendent of Schools, February 1, 1942. This scholarship loan is granted to a fresh-

man student who meets the requirements for eligibility passed by the faculty committee making the award. Students should apply to the Albert S. Cook Scholarship Loan Committee, Maryland State Teachers Association, 1005 N. Charles St. Baltimore - 1, Md.

The Sarah E. Richmond Loan Fund was established by Miss Sarah E. Richmond, who was connected with the college as student, teacher, principal, and dean of women for 55 years from its beginning. The fund has been increased by gifts from the Alumni Association. The Sarah E. Richmond Fund is the largest of all the funds and is dispensed by a special Alumni Committee consisting of: Miss Carrie Richardson, Mrs. Grace Carroll, and Mr. George Schluderburg. Requests for loans from this fund may be made direct to Miss Carrie Richardson, 5002 York Road, Baltimore, Md., or the requests will be forwarded to the committee from the registrar's office.

The Reese Arnold Memorial Loan Scholarship, the Lillian Jackson Memorial Loan Scholarship, and the Esther Sheel Memorial Loan Scholarship were established by the students of the college in memory of classmates who died.

The Normal Loan Scholarship and the Pestalozzi Loan Scholarship were established by the Normal and Pestalozzi Societies, and the *Class of 1925 Loan Scholarship* was a gift from the senior class of that year.

The Carpenter Memorial Loan Scholarship, preferably for men, was established by Mrs. John Carpenter, of Wellsville, New York, in honor of her husband who was greatly interested in teacher education.

The graduating classes of 1931, 1934 and 1940 gave gifts to the Student Loan Fund. These loans are called the *Eunice K. Crabtree Loan Fund, the Pauline Rutledge Fund, and the Pearle Blood Loan Fund* in honor of the honorary advisers of these classes.

In 1933 the Student Loan Fund suffered losses in the bank failures and the Faculty and Students gave gifts to supplement the Fund. This is known as the *1933 Gift Loan Fund of Faculty and Students*.

The Daughters of the American Revolution and the Business and Professional Women's Club of Baltimore have been liberal in making loans to students. In addition to annual loans, the Daughters of the American Revolution each year awards a fifty dollar scholarship to a student recommended by the college.

The Washington County Unit of the Alumni Association gave \$100 to the loan fund in 1929 as a permanent gift and in 1935 added another \$100 to this amount. A student from Washington County is given preference when a loan from this fund is granted.

In memory of Minnie Medwedeff, a former instructor in the college, her father has established an annual scholarship. This award is made to an outstanding student selected by the trustees of this fund. It is known as the *Minnie V. Medwedeff Endowment Scholarship*.

Miss Gertrude Carley, who came as Registrar to the college in 1923, passed away in 1936 after a lingering illness. Her family and friends

presented a loan fund in her name to help worthy students. It is known as the *Gertrude Carley Memorial Fund*.

Mrs. Grace Boryer Downin, former supervisor of schools in Washington County, made a gift of one thousand dollars to the college in 1942 which is used as a loan fund for students needing financial help. This fund is known as the *Grace Boryer Downin Loan Fund*.

By the will of Mrs. J. Charles Linthicum, wife of the late Congressman J. Charles Linthicum, Maryland State Normal School, Class of 1886, the State Teachers College at Towson became heir to a share in the income from the residue of her estate for scholarship purposes. The fund is administered by the trustees of The Helen Aletta Linthicum Scholarship Fund and is awarded at the discretion of the board on the advice of the president of the college.

Loans:

The total amounts available for loans follow:

The Sarah E. Richmond Loan Fund.....	\$8,000.00
The Lillian Jackson Memorial Loan Fund.....	50.00
Class of 1914 Scholarship Loan Fund.....	135.00
The Carpenter Memorial Loan Fund (for men only).....	402.00
Class of 1925 Loan Fund.....	90.00
The Reese Arnold Memorial Loan Fund.....	100.00
The Martha Richmond Loan Fund.....	180.00
The Normal Literary Society Loan Fund.....	100.00
Pestalozzi Loan Fund.....	100.00
General Scholarship Fund.....	175.00
Esther Sheel Memorial Loan Fund (Class of 1927).....	500.00
Washington County Alumni Unit Loan Fund.....	200.00
Eunice K. Crabtree Loan Fund (Gift of Class of 1931).....	200.00
1933 Gift Loan Fund of Faculty and Students.....	700.00
Pauline Rutledge Loan Fund (Gift of Class of 1934).....	200.00
Gertrude Carley Memorial Fund.....	450.00
Pearle Blood Loan Fund (Gift of Class of 1940).....	100.00
Albert S. Cook Scholarship Loan (For Freshmen only).....	100.00
The Grace Boryer Downin Loan Fund.....	1,000.00

Scholarships:

Minnie V. Medwedeff Scholarship (Awarded annually)	\$150.00
Daughters of the American Revolution Scholarship (Awarded annually)	50.00
The Helen Aletta Linthicum Scholarships, to be awarded at the discretion of the trustees of the fund (For 1946-47)	\$2,000.00

EXPENSES**Tuition for Maryland Students**

The Maryland State Teachers College charge no tuition to Maryland students enrolled in the Teacher Education Curriculum.

Cost for Maryland Resident Students

The cost for a resident student for the regular academic year is *\$216.00 for room and board. There is no charge for tuition. All expenses are payable in two equal installments in advance, \$108.00 on the opening day of each semester. In addition to this, there is an athletic fee of \$5.00 to be paid each year. A breakage fee of \$5.00 is deposited by each student. This fee is refunded when a student graduates or withdraws from the college, if there is no charge against his record.

A student activities fee of \$10.00 is collected at the request of the student body and is payable at the time of the fall registration.

All women resident students are required to live in the dormitory and limited rooming facilities for men students are available. All resident students are subject to the disciplinary control of the college.

* It may be necessary to increase this due to rising costs of food.

Room Reservation Fee

A room reservation fee of \$10.00 is required of all applicants who desire to board at the college and should be sent with the application blank. This fee is deducted from the amount due upon entrance, and no refund of this amount will be made after two weeks preceding the opening of college.

Cost for Out-of-State Students

Students who are not legal residents of Maryland and who meet the entrance requirements may be admitted. Priority, however, is given to Maryland residents. The out-of-state student pays a tuition of \$200.00 per academic year, \$216.00 for room and board, \$5.00 breakage fee (which is refunded if there is no charge against his record), the \$5.00 athletic fee and the \$10.00 student activities fee.

Athletic Fee

All students will be required to pay an athletic fee of \$5.00 at the beginning of each academic year.

The Breakage Fee

A breakage or property deposit of \$5.00 is required of each student entering the college for the first time. This fee is refunded when the student graduates or withdraws, if he has no charge against his record. In addition to individual breakage charges, there are group losses and breakages which are prorated and charged to the students involved.

Late Registration Fee

Any student who registers after the date of registration named in the calendar is required to pay a late entrance fee of \$2.00.

The Activities Fee

On registration day of each academic year every student is required to pay an activities fee of \$10.00. This money belongs to the student body and is used for class dues and for furthering such activities as student publications, athletics, dramatics, the student government association, and for financing assembly programs.

There will be no refund of the activities fee after the first two weeks following registration.

SUMMARY OF EXPENSES

Maryland Residents

Board and Room	*\$108.00	\$108.00	216.00
Athletic fee	5.00	-	5.00
Activities fee	10.00	-	10.00
Breakage fee, refundable - all freshmen or transfer students	5.00		5.00
	<hr/> \$123.00	<hr/> \$108.00	<hr/> \$231.00
	or		or
	\$128.00		\$236.00

Out-Of-State-Students

Surcharge in addition to fees as shown above \$100.00 \$100.00

*Deduct \$10.00 from this amount if a room reservation fee has been paid. It may be necessary to increase the charges for board and room due to rising costs of food.

Note: Students purchase books through the College Book Shop. The estimate of the cost of required books is \$10.00.

Medical Reimbursement

There is a Medical Reimbursement plan available to all students. This plan guarantees to reimburse the parent for any medical expense which may arise from an accident in which a student is injured during the school year. The cost is \$7.50 for women and \$10.00 for men. Students desiring this medical coverage will make application at the business office.

Transcripts

One transcript of a student's record will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript.

WITHDRAWAL FROM THE COLLEGE

A student leaving the college during any session must fill out a withdrawal card and file it in the registrar's office before he is considered officially withdrawn. This is necessary before a student is entitled to any refund of fees that may be due him.

Refunds

As a basis for making refunds to students who withdraw, the following plan is used:

Day Students

1. A day student who pays tuition and who withdraws within two weeks of his initial enrollment shall have refunded the tuition charged for that semester less \$10.
2. A day student who pays tuition and who withdraws later than two weeks after the beginning of any semester shall receive no refund of tuition for the half-semester in which the withdrawal occurs.

Resident Students

1. A resident student who withdraws within two weeks of his initial enrollment shall have refunded the amount paid for room and board minus the charge for one week in excess of his residence at the college, and if he pays tuition shall have refunded also the tuition which he has paid less \$10.
2. A resident student who withdraws later than two weeks after the beginning of any semester will be charged for room and board for one week in excess of his residence at the college and if he pays tuition shall receive no refund for the half-semester in which the withdrawals occur.

APPLICATIONS FOR ADMISSION

Application blanks for admission will be furnished upon request. Such blanks should be sent to the college at least a month in advance of the date of entrance so the student can receive full information concerning his admission status and instructions regarding registration. If after making a room reservation, an applicant finds he cannot enter the college as planned he should notify the Registrar at once so the reservation can be released. The room reservation fee of ten dollars is deducted from the fixed charges upon registration or returned to the student if the student cancels his reservation *two weeks or more* preceding the opening of the college.

Additional Information

Additional information and answers to particular questions that students or parents may wish to ask will be gladly furnished.

Address:

The Registrar
State Teachers College at Towson
Towson - Baltimore - 4, Maryland

PROFESSIONAL INFORMATION**State Teachers Certificate**

Each graduate of the State Teachers College is eligible to receive a Bachelor of Science Certificate in Elementary and Junior High School Education from the State Department of Education. This certificate is valid for elementary school teaching throughout the counties of the State for three years and is renewable upon evidence of successful experience and professional spirit.

The Baltimore City graduates must take the professional examinations, the successful completion of which places them on the eligible list to teach in the elementary grades in the Baltimore City School System. This Civil Service plan is part of the City Charter and dates from 1898.

Admission Requirements**1. Graduation from an approved high school:**

Graduation from a standard public high school or accredited non-public secondary school is required for entrance to the college.

2. Recommendation by the high school principal and by the superintendent of schools.

The recommendation of the principal of the high school from which the applicant was graduated and also the recommendation of the superintendent in whose area the school is located are required.

Graduates of non-public Maryland schools and out-of-state schools who are admitted must have the recommendation of the high school principal and must have completed a well-organized curriculum totaling 16 units and including the following constants required for graduation from any Maryland public high school:

English	4	units
Mathematics	1	"
Social Sciences, of which 1 unit must be in United States History	2	"
Sciences	1	"
Acceptable electives	8	"
Total	16	"

3. Scholarship.

The standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same. They are as follows:

County Students:

The scholarship standard set by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least 60 per cent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two

years of high school. Students not meeting this average may be considered for admission on the recommendation of the high school principal and the approval of the superintendent of schools.

Baltimore City Students:

The agreement with the State Department of Education on the scholarship standards recommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the Teachers College is that the student must have made an average of 80 per cent in the last two years of high school work. Students not meeting this average may be considered for admission on the recommendation of the high school principal and with the approval of the superintendent of schools.

4. Health

A thorough physical examination by the college physician is required for admission.

5. Citizenship

According to a By-law passed by the State Board of Education, only citizens of the United States shall be employed in the public school system in the counties or admitted to the State Teachers Colleges.

6. Advanced Standing

An applicant for advanced standing who presents a record of honorable dismissal from the last college attended may be allowed credit for college work completed in so far as the work approximates courses offered at the Teachers College. No transfer credit will be allowed for courses in which the applicant has made D grades. The advanced standing is provisional until the student has established a satisfactory record in the college.

A transfer student must earn the last year of credit (thirty-two semester hours) at the Teachers College which awards the degree. If the applicant has been graduated from a two-or three-year curriculum at one of the Maryland State Teachers Colleges the requirements may be reduced to not less than one semester.

7. Transfers from one Maryland Teachers College to Another

A properly qualified student may enter any one of the three Maryland Teachers Colleges but, when a choice of schools has been made, no transfer to another Maryland Teachers College shall be permitted under any conditions or at any time, except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the State Board of Education. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

The Pledge to Teach in the State of Maryland

Every student enrolling in the State Teachers College is required to sign the pledge to teach two years in Maryland immediately following

graduation. If only the last year's work is taken at the college, the pledge to teach shall cover one year.

The pledge becomes effective only if the applicant completes the four-year course at the college.

Student Load

Sixteen semester hours constitutes the normal student load for a semester and only upon approval of the Faculty Committee on Academic Standing may a student register for a heavier schedule. No student is permitted to carry more than eighteen hours in any one semester.

Attendance and Punctuality

There is no system of "cuts" in the college but students building up unsatisfactory attendance records are warned by the registrar. Unless improvement is shown these cases are referred to the Committee on Academic Standing. Attendance records are considered in the promotion and retention of students. A student for whom a special or out-of-schedule examination is given for a reason other than severe illness may not receive more than a passing grade on that examination.

System of Marking

Grades are designed by the following symbols A, B, C+, C, C-, D, F, Incomplete. D is the lowest passing mark, but is considered unsatisfactory; F is a failure which means that the course so marked must be repeated. An Incomplete should be removed during the three weeks following the close of the course and unless satisfactorily completed at that time becomes a failure.

Standards of Work Required

A student must maintain an average of C in order to be in good standing in the college. Failure in a subject makes it necessary for student to remain longer in college. A course which a student is repeating may not be added to a regular program of studies. Any student who receives more than two failures during any one term or who accumulates a high percentage of D grades on his record may be asked to withdraw. The complete records of students are reviewed by the Committee on Academic Standing and both academic and personality development are considered in the action. A person failing to make an average of C in any one semester is placed on probation and must make a satisfactory average by the close of the following semester.

Students are required to repeat courses they have failed before undertaking the professional courses of the junior year. Parents are kept informed of the progress of their son or daughter.

Requirements for the Degree

To qualify for the degree of Bachelor of Science in Education, a student must earn credit for four full years of work, or 128 semester hours and must meet the requirements of the curriculum which he elects to follow.

THE CURRICULUM

The curriculum of the State Teachers College at Towson is dual in character and purpose. It involves educating individuals to be effective citizens as well as successful members of the teaching profession.

The Teachers College offers a program of studies which provides for broad foundations in fields of knowledge useful to every educated American citizen-of-the-world. The program makes available what research and science have to offer a teacher for himself and for his work.

The teaching profession, like the medical profession, is a social occupation. Teachers are engaged in the service of human beings. The practices, the problems, the objectives are all related to human beings. It might be said that human beings are the "raw materials" of the teaching profession. Teachers must therefore have thorough knowledge of pupils as immature but maturing individuals. They must have thorough understanding of the great bodies of scientific knowledge about human development, motivation, learning, and behavior which modern science has placed at the disposal of the teacher. Teachers must also know and understand the world in which pupils live. They must be aware of the social and physical forces which have their impact upon the individual and of the infinite variety of interactions which operate between the individual and his physical and social environment. The curriculum therefore includes basic areas of knowledge and experience which give background for understanding human living. Courses are so organized as to provide the student such a succession of experiences as will insure continuous maturation of his powers and skills consistent with the scholastic and vocational requirements of the teaching profession.

The areas include:

1. Those sciences that give insight and knowledge of the human being as a growing, maturing, and developing organism.
2. Those sciences which give insight and understanding of the motives, sentiments, and patterns of thought of the individual at different levels of maturity.
3. Those sciences that give the students understanding of social and cultural patterns which impinge upon the personality of an individual and to which he must react.
4. Those arts and sciences in which the student can achieve recognition to such degree that self-esteem and self-confidence are established as part of his vocational equipment.

5. Those arts and experiences that will insure to the teacher adequate membership in the culture that he represents.

The various courses of the curriculum are related and offered in sequence to provide a planned pattern of experience for professional education. Subjects which are usually classified as general education courses are selected and directed so that they, too, become a part of the professional education of the prospective teacher.

CURRICULUM FOR ELEMENTARY SCHOOL TEACHING

Prescribed courses—117 semester hours

Art: Fundamentals of design	3 hours	..... 6 hours
Fine and Industrial Arts	3 hours	

Education: The Elementary School Child and His Curriculum	12 hours	
History of Education	2 hours	
Children's Literature	3 hours	
Directed Teaching, including teaching, instruction in principles of teaching, and psychology of child growth and development	16 hours	.....33 hours

English: Composition	6 hours	
Survey of English Literature	6 hours	
Elective	6 hours	.....18 hours
(Three hours in the field of American Literature)		

Health & Physical Education:		
Health Education—Physiology	3 hours	
Physical Education	6 hours	..... 9 hours

Mathematics: The Development and Nature of the Number System	3 hours 3 hours
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Music: Music Appreciation and Music Fun- damentals	6 hours 6 hours
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Psychology: Human Growth and Development	3 hours	
Problems of Adjustment	3 hours 6 hours

Science: Biological Science	6 hours	
Physical Science	6 hours	.....12 hours

Social Sciences: History of United States...	6 hours	
European History - History of Culture	6 hours	
Geography: Elements of Geography...	6 hours	
Elective	6 hours	.....24 hours

Free Electives—11 semester hours

Students will be permitted to take electives in any department in which they wish. They may take 9 hours in any one department in addition to the required courses in that department. Electives may be chosen in two or more departments.

This program of students represents the basic core of courses adopted by the faculties of the state teachers colleges in conjunction with the State Department of Education and approved by the Maryland State Board of Education, 1943-1944.

TENTATIVE PROGRAM FOR STUDENTS IN JUNIOR HIGH SCHOOL EDUCATION

Prescribed courses—104 semester hours

Art: Fundamentals of Design	3 hours	
Fine and Industrial Arts	3 hours	..... 6 hours
Education: The Junior High School Child and His Curriculum	10 hours	
Student Teaching	16 hours	.....26 hours
English: Composition	6 hours	
Survey of English Literature	6 hours	
Elective	6 hours	.....18 hours
(Three hours in the field of American Literature)		
Health & Physical Education:		
Health Education—Physiology	3 hours	
Physical Education	6 hours	.....9 hours
Mathematics: The Development and Nature of the Number System	3 hours	..... 3 hours
Music: Appreciation and Fundamentals	3 hours	..... 3 hours
Psychology: Human Growth and Development	3 hours	
Problems of Adjustment	3 hours	..... 6 hours
Science: Biological Science	6 hours	
Physical Science	6 hours	.....12 hours
Social Science: History of United States....	6 hours	
European History - History of Culture	6 hours	
Geography: Elements of Geography....	6 hours	
Elective	3 hours	.....21 hours

Electives—24 semester hours

Eighteen hours of prescribed and elective courses will be required for specialization in a subject. Each college will determine its own special offerings, depending on its faculty and laboratory facilities. The prescribed courses in the special fields should be uniform in the four teacher colleges. They should be recommended by the subject departments of the four colleges and agreed upon by the State Superintendent's Committee, subject to the approval of the Superintendent's Committee on Certification. The elective courses should be left to the separate colleges.

COURSES OF INSTRUCTION**Numbering of Courses**

Courses are numbered according to the following scheme:

Courses numbered 100-199 inclusive are primarily for freshmen.

Courses numbered 200-299 inclusive are primarily for sophomores.

Courses numbered 300-399 inclusive are primarily for juniors.

Courses numbered 400-499 inclusive are primarily for seniors.

ART

MRS. BROUWER

MRS. ROBINSON

The art courses provide students with means for self-expression. An evaluation of the many experiences for themselves and for the children with whom they work results in increased understandings and better social adjustments. The use of the materials of art contributes to the growth of appreciations and stimulates cultural pursuits. Museum visits and other excursions supplement campus activities.

Students wishing to specialize in art may elect courses in art in addition to those courses prescribed for the Bachelor of Science degree. A student may elect nine credit hours in art beyond the art requirements and may elect an art practicum in Education 302-6b.

Art 103—Fundamentals of Design

4 hours per week. (Credit 3 hours)

The course comprises a study of the space arts from the point of view of balance, proportion, rhythm, and harmony, and aims to develop an understanding of composition and design as expressed in several art materials.

Art 203—Fine and Industrial Art

4 hours per week. (Credit 3 hours)

The object of this course is to develop competence in art expression. To this end students are given practice in applying art principles to the everyday problems of home and community living. The evolution of representative art forms from primitive times to the present will be considered, so that students may gain a knowledge of the history of art and develop an interest and understanding of art in its relation to the present.

Practicum in Art Instruction (Credited as Education 302-6b)

2 hours per week. (Credit 1 hour)

Students are given opportunity to participate in planning and teaching art in a primary and an intermediate grade. Two classes are scheduled each week in the Lida Lee Tall School with discussion of work, sometimes before and sometimes following each class.

Art 310—Workshop in Handicrafts.

4 hours per week. (Credit 3 hours)

A group interested in special crafts and their development will plan work with wood, cloth, leather, metal paper, paint, and tools and as the plans develop will call on the campus facilities to aid them.

Art 311—Orientation of Art Practices

4 hours per week. (Credit 3 hours.)

This is the course suggested for the Kindergarten-Primary students and if the size of the group warrants it, might be offered especially for them with the emphasis on their special problems. Materials in relation to class room needs will be studied in a work-shop setting.

Art 312—Critique of Space and Allied Arts

4 hours per week. (Credit 3 hours.)

An advanced class where the background developed in the basic courses, finds expression in a variety of choices of problems the students wish to work out under close supervision of the instructor.

Art 410—Design in Illuminating and Lettering

4 hours per week. (Credit 3 hours.)

Design in lettering, its history, its use in the classroom and for poster work will be taught. The design and structure of forms leading to book design and making, from simple scroll to the sewed book and its decoration will receive attention.

Art 411—Elements of Design

4 hours per week. (Credit 3 hours.)

Design as related to the several materials of art, water color, oil, gesso, leather, metal, wood, cut and torn paper, and other available materials will be taught and practice provided that a variety of experiences may result.

Art 412—Design as it Functions in Classroom Activities

4 hours per week. (Credit 3 hours.)

Designs of costumes, theory and practice in lighting, and simple assembly room problems will be worked out. The making of equipment that will facilitate dramatizations in schools will receive attention.

Art 413—Textiles

4 hours per week. (Credit 3 hours.)

The design, construction, and planning of equipment related to textiles and the making of textiles and wall papers will give practice in weaving, block printing, and the use of tempera.

Art 414—Special Art Problems Related to Individual Students

4 hours per week. (Credit 3 hours.)

Where students show unusual ability in special fields a limited number chosen by the instructor will be directed in the development and the functioning of these interests.

EDUCATION

MISS BERSCH
MISS BROWN
DR. CRABTREE
DR. DOWELL
DR. HARTLEY

DR. MOSER
DR. SCOTT
MISS STEELE
DR. WEST
MISS WOODWARD

As students acquire a rich background in the social sciences, the biological and physical sciences, art, literature, and music, and become skillful in the use of oral and written language and competent in quantitative thinking, they also learn how to make each of these areas function in their own teaching. The teacher education program is planned to provide many opportunities for students to work with and study children. In the freshman year the experiences are with individuals or small groups of children in informal situations. After students gain some understanding of human behavior from their course in general psychology, they study the needs, interests, and abilities of one or two groups of children and, under the guidance of a college instructor, direct their learning activities. During the last two years the study of children is continued and broadened to include experiences in observing and teaching different age groups in several elementary schools. In addition to many and varied experiences with children, students study and evaluate the contributions of research in methods of teaching, use of instructional materials, and human growth and development.

Education 101—Children's Literature
3 hours per week. (Credit 3 hours.)

This course is designed to arouse and satisfy a genuine interest in children's books apart from school textbooks, to aid the student to obtain a better working knowledge of this literature, and to increase his awareness of degrees of excellence in content and form.

Education 302—Curriculum Materials and Methods
16 hours per week. (Credit 12 hours.)

The Child and His Curriculum: An experience planned and directed by the entire staff to help prospective teachers see life in the school in its relation to the physical, mental, emotional, and social development of children of elementary school age.

The underlying principles of teaching and learning are developed through observation and participation in the work of the laboratory schools. Study of the activities of children is supplemented by reading and discussion. Experiences with children are interpreted in the light of scientific findings in child development.

Special consideration is given to the importance of the language arts. Observations are made at the various learning levels, in order to enable the students to study the development of skills and to help them to understand the importance of reading and language in the curriculum.

This professional experience will be directed through four courses in teaching: Teaching Science, Teaching the Social Studies, Teaching Mathematics, and a Practicum in Art, Music, or Physical Education Instruction. These courses will be coordinated through two courses:—Expression through the Language Arts, and The Child and his curriculum.

Education 302-1—Social Studies for Elementary School Teachers
2 hours per week. (Credit—Part of 12 hour course.)

This course is designed to furnish each student with a background of information upon which he may draw in assisting elementary school pupils to interpret trends in modern life, to provide an opportunity for experience in locating, organizing, synthesizing, and interpreting fundamental social information, and to consider possible approaches to social material on the elementary school level. To accomplish these purposes a number of carefully selected topics will be chosen for detailed study. The content will be drawn from the fields of history, geography, economics, sociology, and political science.

Education 302-2—Science in the Elementary School
2 hours per week. (Credit—Part of 12 hour course.)

The emphasis in this course is directed toward helping students realize that science in the elementary school exists for the child and for what it can contribute toward his personality development. Criteria for selecting science experiences for children, curriculum construction in the light of modern philosophies of education, and evaluating the results of curriculum experiences of children are dealt with as results of the student's experiences in observing children at work.

Education 302-3—Teaching Arithmetic in the Elementary School
2 hours per week. (Credit—Part of 12 hour course.)

In this course attention is devoted to the organization of units of instruction in arithmetic. Unit assignments will be made in which each student will be given experience in working out a practical plan for teaching some important topic selected from the course of study. The development will be based upon suggestions from the course of study, plus the results of recent scientific investigations in the teaching of arithmetic. Teaching materials and practices will be evaluated on the basis of the thoroughness and accuracy with which mathematical concepts and principles are developed.

Education 302-4—Expression Through the Language Arts
3 hours per week. (Credit—Part of 12 hour course.)

A study is made of the language needs and abilities of children in the elementary school. Experiences which develop children's abilities to use language more effectively in reading, writing, speaking, and listening are evaluated in the light of scientific findings and modern practice. Emphasis is placed upon reading instruction. The demonstration schools provide opportunities for observing children's reading, and oral and

written expression. This course attempts to utilize all curricular experiences as representing language needs.

Education 302-5—The Child And His Curriculum
2 hours per week. (Credit—Part of 12 hour course.)

A brief study of the growth pattern and of some developmental tasks of children is made. Through readings, discussions, and observation of children engaged in school activities, students become familiar with pupil's experiences and the organization and sequence of activities in the curriculum of modern elementary schools. This course provides an opportunity for students to synthesize their findings in regard to child development, appropriate learning activities, and the construction and use of instructional materials from the other Education 302 courses.

Practicums

MISS MACDONALD

MISS DANIELS

MRS. BROUWER

All students are required to take one practicum. They may elect art, music, or physical education. Only one practicum may be credited toward the degree. It will be credited as part of Education 302 and for the sake of record will be allowed 1 hour of credit.

Education 302-6a—Practicum in Music Instruction
2 hours per week. (Credit—Part of 12 hour course.)

This course is designed to acquaint students through observation and actual practice in the classroom, with children's needs, capabilities, and responses in music education. The work of the class is carried on in conjunction with a primary grade in the Lida Lee Tall School for the first nine consecutive weeks of the semester, and with an intermediate grade for the second nine consecutive weeks. Demonstration lessons, adapted to the children's needs, and involving principles and techniques vital to an enriched and varied musical program, are conducted by the instructor. Under guidance and supervision, students are given many opportunities to participate in the planning of lessons, in actual classroom teaching, and in the evaluating of work accomplished.

Education 302-6—Practicum in Art Instruction
2 hours per week. (Credit—Part of 12 hour course.)

Students are given opportunity to participate in planning and teaching art in a primary and an intermediate grade. Two hours each week are spent in the Lida Lee Tall School, one class period is given to planning the work and in accomplishing, on a college level, the same or associated problems.

Education 302-6c—Practicum in Physical Education Instruction
2 hours per week. (Credit—Part of 12 hour course.)

In this course, the students have opportunity to observe and to participate in the teaching of physical education in several grades of the

Lida Lee Tall School. One class session each week will be devoted to planning and preparing for teaching, and the next session will be given to carrying out the plans with the children.

Background for the activities used in this course must be gained in the freshman and sophomore courses in physical education.

Education 303 and 404—Directed Teaching

20 hours per week. (Credit 16 hours.)

Students are placed in teaching centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the elementary grades, and to participate in all other activities for which regularly employed teachers are responsible.

Beside participation and teaching, the work of the student teacher includes individual and group conferences with training teachers and supervisors. Guidance is given students in selecting materials, in organizing materials for teaching purposes and in interpreting them in terms of guiding children in the total educative process. Reasonable skill in teaching techniques is required of each student, and an effort is made to enable him to develop an effective personality and an understanding of the principles of education in practice.

Education 311—Primary Principles and Materials

3 hours per week. (Credit 3 hours.)

An analysis is made of the home influences, school environment, and personal interests of children in the primary grades. Persistent problems, such as those concerned with physical well-being, intellectual growth, and character development, are considered. Criteria for organizing and evaluating experiences gained through school activities, excursions, and units of subject matter are developed.

The following topics are emphasized: the maturation of the individual child; his need to adjust to social change; the development of power to see and solve vital problems of personal and social significance; the importance of the unity of purpose and practice; the necessity to build concepts and attitudes basic to democratic living; and the value of the creative arts to the individual and to society.

(This course is required of students whose area of specialization is kindergarten-primary education.)

Education 320—The Elementary School Library

3 hours per week. (Credit 3 hours.)

The course will present the general principles of organization and service in a small school library. Emphasis will be given to the means of making a book collection available for use through classification and simple cataloging. Included will be a study of the necessary library records for a small collection and a brief outline of the principles of book selection and acquisition. Practice in many of the phases of library service will be carried out in the college library and in the library of the Lida Lee Tall School.

Education 331—History of Education

2 hours per week. (Credit 2 hours.)

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

Education 432—Philosophy of Education

3 hours per week. (Credit 3 hours.)

This course will acquaint the student with the cultural philosophies and provide some basis for organization of the student's own philosophy of life and education.

Education 330—Health of the School Child

3 hours per week. (Credit 3 hours.)

This course aims to acquaint students with the health needs of pupils and to prepare them to deal intelligently with common situations involving the health of pupils. The course covers the relation to the health of the school child of such environmental factors as the sanitation of the school plant and the ventilation and lighting of schoolrooms; the importance of the services of public health clinics and of close cooperation with the school physician and nurse; knowledge of the defects and diseases, communicable and noncommunicable, frequently found among children of school age; methods of preventing some of the common infectious diseases, and practice in interpreting the medical records of pupils; the need for a well-balanced program of studies and physical activity during the school day; some understanding of the principles underlying health education in the elementary school and the selection of materials and methods appropriate for such teaching.

(This course is required of students whose area of specialization is Health and Physical Education.)

Education 420—Physical Education in the Elementary School

3 hours per week. (Credit 3 hours.)

This course is designed to give the students additional preparation for the physical education work of the elementary grades. The aims of the physical education program will be considered and an attempt will be made to understand what are appropriate outcomes at each age level, and how to select and use material which will contribute to the accomplishment of those objectives. The State Program of Physical Education, the Baltimore City Course of Study, and other programs of physical education are considered and an attempt is made to see how to use this material to the best advantage in various situations.

(This course is required of students whose area of specialization is Health and Physical Education.)

Education 430—Music in the Elementary School—Advanced Course

3 hours per week. (Credit 3 hours.)

This course will present a summary and survey of the work in music in the kindergarten and the first six grades. Courses of study in use in Baltimore and the counties of Maryland and in the important places outside the State, will be examined. Through a study of the psychology of school music students will be led to evaluate materials and procedures current in school music teaching. All types of music activities will be considered in their relation to an integrated program. Creative work will be encouraged.

Students will have an opportunity to participate in the planning and carrying out of musical projects in the Lida Lee Tall School.

(This course is required of students whose area of specialization is Music.)

ENGLISH

MISS BERSCH
DR. BREWINGTON
DR. CRABTREE

MR. GUESS
MISS HUGHES
MR. WEST

The English program provides the student with experiences in the appreciation of Literature, present and past, and affords opportunities for self-expression in written and spoken forms. Through these courses the student is aided in his understanding of human beings, his search for truth and beauty, and his ability to participate in the thought life of the world. The specific offerings are planned to contribute to the young teacher's ability in communication, cultural and social development, and to his growth in self-realization.

English 100—Corrective Speech

1 hour per week. (No college credit.)

At the beginning of his college course, each student is required to make a speech recording. Each recording is carefully examined for any defective characteristics in speech patterns of voice quality, such as nasality, hoarse voice and throatiness, defective phonation, and careless speech. Those students who have defective speech are required to take this course and to pass it before being recommended for graduation.

English 102-103—Composition and Contemporary Literature

3 hours per week for two semesters. (Credit 6 hours.)

This course utilizes the close relationship among reading, talking, and writing and is designed to give the student an understanding of principles of composition as illustrated by contemporary writers. English activities involving both oral and written expression provide opportunity for application of these principles. Excellent models of many types and forms of writing are studied, including: novel, biography, play, short story, poetry, and essay. Attention is given to improving techniques of reading.

English 204,205—English Literature

3 hours per week for two semesters. (Credit 6 hours)

In this course English literary history is presented through a detailed study of representative writings and great writers. Literature from *Beowulf* through Sheridan and from the Romantics to the present day is included. Attention is given to types of literature and to dominant trends in movements, and social and literary philosophies.

English 207—American Literature
3 hours per week. (Credit 3 hours.)

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent movements and writers from the pre-Revolutionary papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

*The six hours of English electives required of every student are to be chosen from the offerings listed in groups A and B.

A	{	Contemporary Poetry or Contemporary Novel	}	3
		or Contemporary Drama		
B	{	Fundamentals of Speech or Creative Writing	}	3

Group A

English 319—Contemporary Poetry
3 hours per week. (Credit 3 hours.)

This course includes the chief significant movements in modern American and British verse and centers about the work of such poets as Masters, Sandburg, Frost, Crane, and Yeats, Masfield, Eliot, and Auden. Selected readings from the Twentieth Century poets are the basis of the course and each student chooses one writer for a careful study. The course demands some previous preparation in English and American Literature, but its objective is to provide the student with an adequate understanding of the poetic thought of his own time.

English 320—Contemporary Novel
3 hours per week. (Credit 3 hours.)

This course will study the trends in subject matter and technique of the twentieth century novel. The major emphasis is upon the more important British and American Novelists since 1914, notably Lewis, Cather, DeLaMare, Wolfe, Bennett, Glasgow, Maugham, and Hemingway.

English 321—Contemporary Drama
3 hours per week. (Credit 3 hours.)

This course will deal with the best contributions to the drama written by American and English playwrights in the last score of years.

Plays by O'Neill, Anderson, Green, Sherwood, Odets, Rice, Coward, Barry, etc., will be studied for varied points of view on contemporary life, for portrayal of character, for interpretation of time and place, and for artistry in dramatic structure. Special attention will be given to the growth of the Little Theatre and the development of the one-act play.

Group B

English 322—Fundamentals of Speech

3 hours per week. (Credit 3 hours.)

This course introduces the student to the sounds of spoken language, the principles and practice of public speaking, and the art of oral reading. Since special attention is given to individual problems, the enrollment for the class is limited.

English 323—Creative Writing

3 hours per week. (Credit 3 hours.)

This course will be concerned with the art of imaginative expression. Students will be required to write essays and short stories, but they will be encouraged to work in any creative form which interests them. Admission will depend upon the student's record in English 102-103 and upon approval by the instructor.

For specialization in English the Student must elect 9 additional hours from the following course offerings:

The Elements of Dramatics and Stagecraft	3
American Prose—Nonfictional	3
Masterpieces of World Literature	3
Shakespeare	3
The English Romantic Poets	3
Oral Interpretation of Literature	3
Nineteenth Century Prose	3

English 409—Nineteenth Century Prose

3 hours per week. (Credit 3 hours.)

Selections from the work of the major prose writers of the Romantic and Victorian periods—e. g., Lamb, DeQuincey, Macaulay, Carlyle, and Huxley—are the basis for study in this course. The purpose of the course is to inform the student of the literary and social criticism of Nineteenth Century England, and the study centers upon each writer as representative of the important literary, social, and political movements of his time. Each student is also required to complete a study of one of the great prose works of the period.

English 410—The English Romantic Poets

3 hours per week. (Credit 3 hours.)

The major English Romantic poets—Wordsworth, Coleridge, Byron, Shelley, and Keats—are studied in this course. Emphasis is placed upon the general literary tendencies and thought of the Romantic Revival.

Careful study is made of the important work of each poet and his relation to the philosophical, aesthetic, and social ideas of his time.

English 411—Oral Interpretation of Literature

3 hours per week. (Credit 3 hours.)

This course introduces the student to the general principles of oral reading and to the art of interpretation of various forms of literature. It provides practice in the preparation and delivery of selections from poetry, drama, and the short story. Since special attention is given to individual performance, the enrollment for the class is limited.

English 312—Shakespeare

3 hours per week. (Credit 3 hours.)

Plays from Shakespeare's great tragedies, comedies, and history plays are studied with collateral readings of related works. Attention is given to the most interesting features of the Elizabethan stage and drama.

English 413—American Prose—Non-Fictional

3 hours per week. (Credit 3 hours.)

The great American authors and writers in the field of essay, biography, travel, and history are considered regarding both subject matter and style.

English 414—The Elements of Dramatics and Stagecraft

3 hours per week. (Credit 3 hours.)

This course introduces the student to the art of acting and the theories of dramatic interpretation. It is also concerned with the art of stage setting and design and practice in stagecraft. The student has an opportunity to develop latent talent and personal abilities with actual practice in productions of one act and three act plays by the college Dramatic Club. This practice is a part of the requirement of the course.

This course will supplement those devoted to English and American Literature by giving the student insight into the source and cross currents of thought found in great world masterpieces. It will include a study of the Greek Iliad and Odessey, of Hebrew stories and poetry from the Bible, of the Italian Divine Comedy, of the Icelandic Sagas and German Neibelungenlied, and coming into more recent times, some French and Russia contributions to the Novel and the Drama.

The student may substitute for one of the above courses the course in A or B which he did not elect to satisfy the 6 hour requirement of his basic English program.

English 415—Masterpieces of World Literature

3 hours per week. (Credit 3 hours.)

HEALTH AND PHYSICAL EDUCATION

DR. DOWELL
DR. BULKLEY

DR. MINNEGAN
MISS DANIELS

MISS ROACH

The emphasis in the Health and Physical Education courses is upon the basic needs of the human organism for healthy growth and development and desirable ways of supplying those needs. Such treatment of these subjects includes some knowledge of the structure and functions of the body; an acquaintance with some of the related findings of modern science; skills and understandings for satisfying participation in sports and intelligent spectatorship; development of interest in active out-door recreation and appreciation of the satisfactions of participation.

To this basic knowledge is added the responsibility of the individual in maintaining the health of others and not only some understanding of the organic processes of young children, but also the teacher's part in influencing and guiding their growth and development. Work with the children in the Lida Lee Tall School furthers opportunities for the study of child behavior and learning.

Health Education 201—Personal Hygiene
3 hours per week. (Credit 3 hours.)

This course attempts to help the student gain knowledge of the elements of anatomy and physiology which serve as a basis for understanding individual health practices; to recognize particularly his own health problems and those common to individuals of his age; and to prepare himself through knowledge of the structure and function of various tissues for the study of psychology and other courses in health education. Prerequisite, Science 101

Physical Education 101-102-201-202-301-302—Freshman, Sophomore, and Junior years. (Credit 6 Hours.)

These courses provide an introduction to physical education activities and are planned to give the student a foundation for intelligent use of those activities and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills an understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

Individual Gymnastics

The Physical Education program includes work in individual gymnastics which is required of all students. Conferences are by appointment and attendance is required. Individual and group conferences are held and the student has opportunity to discuss his individual problems.

The work continues until the student shows progress in understanding and demonstration of good posture. This work is a part of the course 101-302.

Practicum in Physical Education Instruction (Credited as Education 302-6c)

2 hours per week. (Credit 1 hour.)

In this course, the students have opportunity to observe and to participate in the teaching of physical education in several grades of the Lida Lee Tall School. One class session each week will be devoted to planning and preparation for teaching, and the next session will be given to carrying out the plans with the children.

Health 310—Elements of Public Health

3 hours per week. (Credit 3 hours.)

This course attempts to help students appreciate the importance of efforts to promote community health and become conscious of the individual's responsibility in preventing communicable diseases, and participate in improving community health.

The content of the course includes: the relation to community health of such factors as poor housing, refuse, garbage and sewage disposal, and the care of food and water supplies; the control of infectious diseases through personal habits and by means of artificial immunity; and the activities of city and state departments of health and of the Federal Government in preventing and controlling communicable diseases.

Health of the School Child (Credited as Education 330)

3 hours per week. (Credit 3 hours.)

This course aims to acquaint students with the health needs of pupils and to prepare them to deal intelligently with common situations involving the health of pupils. The course covers the relation to the health of the school child of such environmental factors as the sanitation of the school plant and the ventilation and lighting of schoolrooms; the importance of the services of public health clinics and of close cooperation with the school physician and nurse; knowledge of defects and diseases, communicable and noncommunicable, frequently found among children of school age; methods of preventing some of the common infectious diseases, and practice in interpreting the medical records of pupils; the need for a well-balanced program of studies and physical activity during the school day; some understanding of the principles underlying health education in the elementary school and the selection of materials and methods appropriate for such teaching.

(This course is required of students whose area of specialization is Health and Physical Education.)

Physical Education in the Elementary School (Credited as Education 420)

3 hours per week. (Credit 3 hours.)

This course is designed to give the students additional preparation for the physical education work of the elementary grades. The aims of

the physical education program will be considered and an attempt will be made to understand what are appropriate outcomes at each age level, and how to select and use materials which will contribute to the accomplishment of those objectives. The State Program of Physical Education, the Baltimore City Course of Study, and other programs of physical education are considered and attempt is made to see how to use this material to the best advantage in various situations.

(This course is required of students whose area of specialization is Health and Physical Education.)

Health 420—Mental Hygiene

3 hours per week. (Credit 3 hours.)

This course deals with mental habits, attitudes, and ideas which present and promote mental health. The student constructs a picture of his own mental organization which will enable him to avoid the common unwholesome deviations from mental health. A wide variety of material is used to demonstrate practical procedures for teachers. The course will consist of lectures, discussions, and reading assignments.

Physical Education 310—Recreation

3 hours per week. (Credit 3 hours.)

This course is designed to give the student preparation for leadership and organization of after-school activities for children. Club, hiking, camping, and playground activities will be considered. Students will visit recreation centers in the vicinity. Outstanding specialists in various phases of recreation work—story telling, craft work, recreational singing, playground work, and club work, will be invited to give part of the work. The student will be expected to participate in some organized recreation work with children.

Physical Education 410—Rhythms and Dancing

3 hours per week. (Credit 2 hours.)

This course is designed to give additional experience and preparation for teaching rhythms and dancing. The student will apply knowledge and skill gained in previous courses. The course will include a study of: analysis of fundamental dance rhythm; creation of simple dance patterns; singing games; types of accompaniment; selection of appropriate material for various age levels, and possible outcomes; preparation of dance material for festival and holiday programs; and recreational dancing. Students will have practice in the activities.

Physical Education 421—Advanced Physical Education

3 hours per week. (Credit 2 hours.)

This course presupposes command of the fundamental skills and knowledge of their application in physical education activities. The student will have opportunity to develop greater precision of skill and further understanding of principles of play, and to become acquainted with activities not included in the required courses. The course will survey various types of work currently used, and time will be given to the history of their development and to the consideration of their problems and relative values.

MATHEMATICS

DR. MOSER

MR. WEAVER

Mathematical instruction is included in the curriculum for training elementary school teachers because number is as indispensable for the physical and social welfare of an individual as language itself. As his power to command the special concepts, symbols and methods of mathematics increases, each individual gains proportionately in capacity for harmonious adjustment and fuller participation in the social and economic environment of which he is a part. In looking toward a more complete fulfillment of this function emphasis in the teaching of mathematics has shifted from the traditional conception of mathematics as a tool of organized social experience to include those broader concepts and generalizations which give meaning to its operation as a unified system and so to provide a basis for power to think in the language of size.

Mathematics 102—General Mathematics

3 hours per week. (Credit 3 hours.)

This course acquaints the student with the mathematics basic to an understanding of the nature and function of a number system. The topics considered include: origin of the number; structure of a positional number system; development of the fundamental operations; nature of reasoning in mathematics; mathematical symbolism; linear equations; approximate numbers; methods for organizing and describing quantitative data.

Teaching Arithmetic in the Elementary School (Credited as Education 302-3)

2 hours per week. (Credit—Part of 12 hour course.)

In this course attention is devoted to the organization of units of instruction in arithmetic. Unit assignments will be made in which each student will be given experience in working out a practical plan for teaching some important topic selected from the course of study. The development will be based upon suggestions from the course of study, plus the results of recent scientific investigations in the teaching of arithmetic. Teaching materials and practices will be evaluated on the basis of the thoroughness and accuracy with which mathematical concepts and principles are developed.

MUSIC

MISS WEYFORTH

MISS MACDONALD

The course in music aims to acquaint the students with music as consumers, through hearing it and reading about it; and as producers, through singing and playing. Through music he has the opportunity for self-expression in a social medium. It is his special privilege as a prospective teacher to reveal these values to children.

Students wishing to specialize in music select courses in music beyond the music requirements. A student may offer 9 credit hours in addition to the 6 hours of prescribed courses.

Music: 103 Appreciation and Fundamentals—First Course
3 hours per week. (Credit 3 hours.)

This is a basic course, which aims to build a background for the understanding of music. The students will experience the elements of music, rhythm, melody, and harmony, through singing and playing, and will observe their significance in compositions heard. They will study folk songs of the nations and will trace the influence of national folk idiom on composed music.

There will be an introductory survey of musical types such as the art song, opera, oratoric, *syhphony*, and *symphonic* poem. Tone color of instruments and elementary form will be observed.

This course will be scheduled for two sections and the two music instructors simultaneously so that a division may be made on the basis of previous study and attitude.

Music: 203 Appreciation and Fundamentals—Second Course
3 hours per week. (Credit 3 hours.)

This course, required in addition to the Basic Course, for all prospective teachers in the elementary grades, will endeavor to develop further the background and musical skills necessary for such teaching. It will include the correct use of the singing voice, elementary eurhythmics elementary theory, including major and minor modes, keys, and meters used in simple songs, tonal and rhythmic notation, elementary song form, ear training and keyboard harmony as a basis for simple accompaniments.

There will be a continuation of the survey of musical types, with the use of additional examples and more detailed study of historical and social settings.

This course, also, will be scheduled for sections and instructors simultaneously so that the students may be divided into sections according to stage of development.

Music 310—Music Appreciation—Advanced Course
3 hours per week. (Credit 3 hours.)

The aim of this course will be to enrich the student's cultural and aesthetic experience through a further study of the world's music literature. There will be a general survey of musical styles—classic, romantic, impressionistic, modern, with illustration and discussion. The music of these periods will be studied in its relation to historical and social background, and to literature and art.

From the rich background of music literature students will be given guidance in the choice and presentation of music appropriate for study in the elementary school.

Music 311—Ensemble Singing, Sight Singing, and Conducting
3 hours per week. (Credit 3 hours.)

In this course the student will receive group instruction in voice and song interpretation. Attention will be given to ear training, and there will be much opportunity for sight reading of many unison and part songs. The group will attempt to perform artistically vocal music of many types. Students will have an opportunity to conduct this and other groups.

Students enrolled in this course are expected to participate in the Glee Club.

Music 401—Keyboard Harmony and Accompanying

3 hours per week. (Credit 2 hours.)

The aim of this course will be to develop in students sufficient skill to harmonize melodies printed without accompaniment in elementary grade song books. To this end the principal and subordinate chords and their inversions, in major and minor, embellishing seventh chords, and simple modulation will be studied. Original song writing will be developed.

Students will also receive guidance in the performance and interpretation of song accompaniments and piano selections for rhythmic interpretation and quiet listening.

Practicum in Music Instruction (Credited as Education 302-6a)

2 hours per week. (Credit 1 hour.)

This course is designed to acquaint students through observation and actual practice in the classroom, with children's needs, capabilities, and responses in music education. The work of the class is carried on in conjunction with a primary grade in the Lida Lee Tall School for the first nine consecutive weeks of the semester, and with an intermediate grade for the second nine consecutive weeks. Demonstration lessons, adapted to the children's needs, and involving principals and techniques vital to an enriched and varied musical program are conducted by the instructor. Under guidance and supervision, students are given many opportunities to participate in the planning of lessons in actual classroom teaching, and in the evaluating of work accomplished.

Music in the Elementary School—Advanced Course (Credited as Education 430)

3 hours per week. (Credit 3 hours.)

This course will present a summary and survey of the work in music in the kindergarten and first six grades. Courses of study in use in the city and the counties and in the important places outside the State, will be examined. Through a study of the psychology of school music, students will be led to evaluate materials and procedures current in school music teaching. All types of music activities will be considered in their relation to an integrated program. Creative work will be considered.

Students will have an opportunity to participate in the planning and carrying out of musical projects in the Lida Lee Tall School.

This course is required of students whose area of specialization is Music.

PSYCHOLOGY

DR. MOSER

MISS BERSCH

Psychology claims as its peculiar responsibility the promotion of growth in understanding, prediction, and control of human behavior. Though a young science, it is even at this stage strongly influencing all other social sciences,—economics, government, law, medicine, theology, education, and international relations. Society, therefore, require of teachers to whom it entrusts its children, that they show personal growth in self-directed, socially-approved conduct. It requires also that they become able to exercise sympathetic understanding, wise guidance, and intelligent direction of the growing child to the end that he may become a well-integrated personality and a valued asset of his community. Hence, in the preparation of teachers, the course in psychology would seem to demand that there be a natural sequence of developmental learnings, i.e., first the ability to collect data objectively, to collect specific data, and to combine such data into explanatory principles which shall afford ready understanding and guidance in further study of the human organism, of the learning process, and of education as man's learned ways of making economical adjustment to his environment, to his native capacity, and to his creative urges.

Psychology 205—Human Growth and Development
3 hours per week. (Credit 3 hours.)

This course seeks to develop the basic concepts underlying the growth and functioning of the human organism in its distinctly human environment. Directed child study and the latest experimental evidence will be brought together to clarify the developmental stages of human life from prenatal history to early adulthood. Major emphasis is placed upon the interaction of the biological and social influences which modify the developmental pattern from individual to individual.

Psychology 206—Problems of Adjustment
3 hours per week. (Credit 3 hours.)

This course surveys the physiological, social, and cultural foundations of behavior and traces the rise of personality, or life organization, through the interaction of these variables. Normal variations in individual adjustment patterns arising from the internal and external forces acting upon the individual will receive special attention. Considerable time will be devoted to studying child personality and practical experience will be provided in the collection, organization, and evaluation of child study data.

Psychology 401—Measurement In Human Growth and Development
3 hours per week. (Credit 3 hours.)

The problems studied in this course have to do with the measurement and evaluation of physical, intellectual, emotional, and social growth. A survey will be made of the measuring techniques and measuring instruments for determining objectively how individuals differ from each other. Some clinical experience in the administration and interpretation of growth data will be required of each member of the class. Among the topics studied are: (1) problems of measurement in scientific methods; (2) characteristics of a measuring instrument; (3) techniques of measurement; (4) organization and analysis of data; (5) use and limitations of norms.

Prerequisites: Psychology 205; Education 303, 404

SOCIAL SCIENCE

Geography, History, Political Science

MISS BLOOD
DR. HARTLEY
MISS KAHL

DR. MCCLEARY
DR. WALTHER
MISS WOODWARD

The social sciences occupy a critical position in a curriculum designed to prepare teachers to guide the growth of children toward effective and cooperating citizenship in a national and world society. The primary purpose of this group of social science courses is to help the student to become aware of his place and responsibility as a citizen of a great nation, and of a great democratic society. A deep appreciation of the process of social development and the toilsome efforts of peoples through the ages toward a better cultural and social life is an important by-product of the social science courses. The following courses are planned, therefore, not only to supply information useful to teaching, but to induct the prospective teacher into the rich traditions of world culture and American ideals.

Students wishing to specialize in the social sciences may offer 9 hours of credit in electives in addition to the course required for the B.S. degree.

Geography 103-104—Elements of Geography
3 hours per week for 2 semesters. (Credit 6 hours.)

This course comprises a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. It aims to build an appreciation of the types of civilization which have developed in different environments and of the ways in which the natural balance can be disturbed through the productive and exploitive activities of mankind. A study of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of the course. A thorough study of the diverse regions

of the world is made with emphasis on the interrelationships between plant, animal, and human life and the natural environment. Map reading and interpretation are stressed as tools of geographical thinking and expression.

History 201-202—History of Europe

3 hours per week for 2 semesters. (Credit 6 hours.)

This course traces the development of European man as a social being, from the establishment of the Greek City to the present time. Consideration will be given Europe's debt to the ancient Oriental civilizations of Egypt, Crete, and Mesopotamia. Movement rather than events will be stressed, with particular emphasis upon social, economic, and political phases of Western life.

History 402-403—History of the United States

3 hours per week for 2 semesters. (Credit 6 hours.)

This course offers a comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

Six hours of Electives in the Social Sciences are required of the students. They may be selected from the courses listed as follows:

3 hours from Group C

3 hours from Group A-B-C

Group A

Europe since 1914 (pre-requisite, European History).....3 hours
History of the U. S. since 1914 (pre-requisite, American History) 3 hours

Group B

Regional Geography of Europe.....3 hours
Regional Geography of United States.....3 hours
Regional Geography of Far East.....3 hours
Economic Geography.....3 hours

Group C

History and Geography of Maryland (open to Juniors & Seniors) 3 hours
Economics3 hours
Sociology3 hours
Political Science.....3 hours

Fifteen Hours of Electives Required for Specialization

(This requirement includes the 6 hours required of all students)

6 hours from Group B

3 hours from Group C

6 hours from any Group A-B-C

Group A*History 301—Europe Since 1914*

3 hours per week. (Credit 3 hours.)

After a brief summary of the events leading to World War I, a study is made of that conflict and the peace which followed. Special attention is given to the rise of conflicting political ideologies in Europe between wars. Germany's drive toward domination of middle Europe will be traced and a study will be made of the origins, strategy and process of World War II. The material achievements of the modern age will be viewed in the light of the evolving world order.

History 311—The United States since 1914

This course deals with the political, social and economic development of the American people and nation since 1914. Among the topics included are "Participation in World War I," "The Return to Normalcy," "Rise and Fall of the Stock Market," "The Depression" and 'The New Deal,' "International Relations and an Evolving Foreign Policy," "World War II," "Labor in the Modern World," "Changing Ways of Living in the Air Age."

Group B*Geography 310—Regional Geography of the United States*

3 hours per week. (Credit 3 hours.)

This is a descriptive and interpretative course in the geography of the United States and its dependencies. The regional approach to the subject is stressed through a study of the interrelationships of the political, physiographic and climatic regions. The six major political regions as outlined by Odum are used as the basis of organization. The course includes lectures, readings, discussions and visual aids and excursions so far as they are available or possible.

Geography 311—Regional Geography of Europe

3 hours per week. (Credit 3 hours.)

A study of the economic, political and strategic geography of European countries with special emphasis on Britain and Russia as centers of post-war world powers. Problems of nationality, resources and economic development of the smaller countries are considered in light of post-war world powers.

Geography 410—Regional Geography of the Far East

3 hours per week. (Credit 3 hours.)

A study of some of the human and economic resources and problems of Japan, China and India. Consideration is given to traditional land use, recent commercial agriculture, real and potential industrial development, political problems, cultural contributions, and the relation to these areas to current world affairs.

Geography 411—Economic Geography

3 hours per week. (Credit 3 hours.)

A survey of the economic development of the leading natural regions of the world as they are drawn into the current of the industrial revolution. Each region is considered from the point of view of the appraisal and development of resources according to the cultural level attained by the peoples utilizing them.

Group C*Social Science 320—History and Geography of Maryland*

3 hours per week. (Credit 3 hours.)

This is a cooperative course offered by instructors in geography and history. The settlement and growth of our state will be studied as an outcome of the combination of two factors, land and people. Present cultural patterns will be viewed in the light of their development in a particular natural environment.

Economics 402—Introduction to Modern Economic Thought

3 hours per week. (Credit 3 hours.)

This course aims to give the student a clear idea of the currents of economic thought in the ancient, medieval and modern world. The underlying theories of mercantilism, laissez faire and collectivism are examined in detail. The works of Adam Smith, Thomas Malthus, David Ricardo, and Karl Marx are examined so that students may gain not only a knowledge of the contributions of these writers but an elementary understanding of the basic economic concepts operative in modern society. Some attention is given to present day economic problems and trends resulting from the shift of peace to war economy and return to peace economy in the post-war world.

Sociology 401—Introduction to Sociology

3 hours per week. (Credit 3 hours.)

This course aims to give the student an understanding of the group life of mankind and of the group processes which operate upon the individual and compel characteristic patterns of behavior. An evaluation is made of the late proposals for social education through the action of social forces or processes. Considerable attention is given to the study of current social problems and to the trends that become extant as a result of dynamic social change.

Political Science 406—Government of the United States

3 hours per week. (Credit 3 hours.)

This course deals with the principles, structure and functions of the Government of the United States, and the problems involved in the extension of the scope of democratic government in our contemporary life. Emphasis is placed upon the nature and growth of our government as an instrument of democratic control.

Social Science 413—Special Problems in the Social Sciences

3 hours per week. (Credit 3 hours.)

This course offers the advanced student (1) an opportunity to fill in gaps in subject matter preparation, (2) an introduction to research methods in the social sciences, and (3) training in organizing social science materials. Each student will pursue a topic of special interest and will present a paper summarizing and interpreting his findings. Class sessions will be devoted to a consideration of recent investigation and interpretation in the social sciences.

Social Studies for Elementary School Teachers (Credited as Education 302-1)

2 hours per week. (Credit—Part of 12 hour course.)

This course is designed to furnish each student with a background of information upon which he may draw in assisting elementary school pupils to interpret trends in modern life, to provide an opportunity for experience in locating, organizing, synthesizing, and interpreting fundamental social information, and to consider possible approaches to social material on the elementary school level. To accomplish these purposes a number of carefully selected topics will be chosen for detailed study. The content will be drawn from the fields of history, geography, economics, sociology, and political science.

SCIENCE

DR. WEST

MISS MCKIBBEN

MR. CROOK

MR. COX

MISS ODELL

DR. DOWELL

The curriculum in natural science is designed with these specific purposes: First, to provide students with understandings of their natural environment and the scientific phenomena which are a part of their everyday lives. From these understandings it is believed that the improved cultural backgrounds of students will help them become teachers who are capable of providing rich experiences for their pupils. Second, many of the experiences of students are planned for, providing them with a better understanding of human growth and development, especially in relation to the maturing processes of children. Thus, it is hoped that the natural sciences may contribute to the general effectiveness of developing teachers.

(Students wishing to specialize in Science may offer 9 hours of credit in electives in addition to the course required for the B.S. degree.)

Science 101-102—Biological Science

4 hours per week for 2 semesters. (Credit 6 hours.)

Zoology, 3 hours; *Botany*, 3 hours.

This course is particularly concerned with the study of the methods by which biological knowledge is acquired and tested. The content in-

cludes a study of the general characteristics of living things, a survey of the animal and plant kingdoms with emphasis on the evolutionary sequences; and a study of the life histories of representative animals and plants.

Science 202-203—Physical Science

4 hours per week for 2 semesters. (Credit 6 hours.)

This course is designed to give a broad acquaintance with the various fields of the physical sciences. Its primary aim is to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to our living. Its material is selected from the fields of astronomy, earth sciences, physics, and chemistry. It cuts across the boundaries among these fields in order to bring out their relationships and to provide a background for the understanding and appreciation of the cooperative nature of the scientific advances of today.

Sciences 410—Nutrition (Listed as Health Education)

4 hours per week. (Credit 3 hours.)

The emphasis in this course is upon the special dietary properties of foods proved by experimentation as important in nutrition and the role of these foods in a well-balanced diet. The course deals also with the preparation of foods in order to maintain their dietary values; digestion and absorption of foods; cell chemistry; blood content; and waste products in metabolism. Particular consideration is given to problems of diet in relation to the teeth and to child feeding.

(This course is required of student whose area of specialization is Health and Physical Education.)

Science 420—Ornithology

4 hours per week. (Credit 3 hours.)

This is a laboratory and field course in bird identification, structure, behavior, ecology, and general economic relationships. Stress is placed upon the specific study of birds of the Baltimore area. Migration and individual bird movements are studied by means of bird banding at the U. S. Government Approved Banding Station which has been established on the campus.

Science 421—General Entomology

4 hours per week. (Credit 3 hours.)

This is a laboratory and field course in the study of insects. Recognition of the more common orders, and a study of their structure, behavior, ecology, and economic importance and control are among the topics considered. Special attention is given to the needs of students in preparing teaching materials.

Science 422—Geology

4 hours per week. (Credit 3 hours.)

This course builds upon background material from other science courses of the first two years of college work. A detailed history of

the earth is traced from the earliest times to the present. Stress is placed upon geologic process and resulting structures.

Laboratory periods are devoted to local fields trips, the interpretation of topographic maps, construction of topographic and other geologic maps, and in preparing collections of rocks, minerals, and fossils.

Science in the Elementary School

2 hours per week. (Credited as Education 302-2.)

The emphasis in this course is directed toward helping students realize that science in the elementary school exists for the child and for what it can contribute toward his personality development. Criteria of selecting science experiences for children, curriculum construction in the light of modern philosophies of education, and evaluating the results of curriculum experiences of children are dealt with as a result of the student's experiences in observing children at work.

HUMAN GROWTH AND DEVELOPMENT

An experimental procedure has been followed since September, 1946, which is designed to meet more nearly the needs of students for understanding human development and human behavior. In order to build understanding of the character of man's living, students need scientific information concerning his biological basis, the nature of his culture, and the forces of his physical environment. To this end a sequence of courses in the biological-psychological sciences and a sequence of courses in the social sciences will be offered concurrently.

The following courses will constitute a core curriculum in human growth and development:

Science 101-102—Biological Science

4 hours per week for 2 semesters. (Credit 6 hours.)

This is a year's course which develops the biological principles underlying the behavior of living organisms, both plant and animal. Basic similarity of all living things is stressed and the divergent specialization of various groups is shown. The complete interdependence between the animal and plant kingdoms is stressed in an attempt to interpret basic behavior. The evolutionary sequence, based upon the anatomy, psychology, and embryology of selected forms is presented as a means of providing students with an understanding of man's place in nature and to provide background for further study of the growth and development of human beings.

Physiology 201

4 hours per week. (Credit 3 hours.)

As an introduction to physical growth and development which this course emphasizes, a study is made of those organic processes necessary to life and the interdependence of these functioning structures. The study of physical growth and development includes some of the hereditary and

environmental factors which influence growth during prenatal development, childhood and adolescence, and means of promoting normal growth and health.

(This course will be substituted for Health Education 201 as a required course.)

PSYCHOLOGY. Psychology will be offered in two courses—205-A, 205-B. Registration in Psychology 205-A is open to a limited number of students who have made outstanding achievement in the biological sciences including psychology, and who have demonstrated ability to work independently upon individual projects. Both courses will cover the same materials. The teaching procedures will be different.

Geography 103-104 will be considered part of the Social Science sequence. (See Page 46)

Social Science 205

3 hours per week. (Credit 3 hours.)

This course will be developed during the current year.

Child Study. Intensive study of a single child will be pursued during the period of student teaching for all students.

Psychology 205—Human Growth and Development

3 hours per week. (Credit 3 hours.)

This course seeks to develop the basic concepts underlying the growth and functioning of the human organism in its distinctly human environment. Directed child study and the latest experimental evidence will be brought together to clarify the developmental stages of human life from prenatal history to early adulthood. Major emphasis is placed upon the interaction of the biological and social influences which modify the developmental pattern from individual to individual.

Psychology 206—Problems of Adjustment

3 hours per week. (Credit 3 hours.)

This course surveys the physiological, social, and cultural foundations of behavior and traces the rise of personality, or life organization, through the interaction of these variables. Normal variations in individual adjustment patterns arising from the internal and external forces acting upon the individual will receive special attention. Considerable time will be devoted to studying child personality and practical experience will be provided in the collection, organization, and evaluation of child study data.

STUDENT ACTIVITIES AND ORGANIZATIONS

Elsewhere in the catalogue, student's organizations and their officers are listed. Numerous student activities grow out of the needs and purposes of the particular college curriculum. Activities are inaugurated and organized in order to extend and develop new interests or to provide opportunities for furthering special abilities. A drama league, a musical organization, or an art club often develop latent possibilities. Training for responsibility is definitely a part of the work of the pre-service training for the teaching profession, and these various activities tend to develop this sense of responsibility. While faculty members act as advisers to the various organizations, the program of activities is administered by the students.

Students are not allowed to hold more than one major office. Training in leadership offered through these organizations is thus extended to a large group of students. Treasurers of organizations that handle money are responsible to faculty advisers and receive practical business experience.

Student Government Association

Enrollment in the college makes one automatically a member of the Student Government Association. The purpose of this organization is to encourage student activities, to provide the members with training in the principles and practices of democratic government, to constitute a medium for expressing student opinion on matters of general interest, to improve and promote the social and cultural standards of the college, to promote the general welfare of the college, and to cooperate with the faculty and administration. Every member of the organization has the privilege of bringing to the attention of the Student Government Association any matter having to do with the welfare of the students.

The Executive Board of the Student Government Association composed of the officers of the association, class presidents, class representatives, the chairman of the marshals, the chairman of the athletic association, and faculty advisers of the association meet at regular intervals to discuss the work of the association.

The official publication of the Student Government Association is the **STUDENT'S HANDBOOK**, which supplies detailed information regarding life at the college, the organizations, the social calendar of the year, and other material of social value to the students.

Glee Club

The Glee Club offers to students the musical training derived from choral work. Those especially talented and interested are given opportunity for small group work, for singing in trios and quartets, and for solo work.

A student who has an excellent record for attendance and who participates in the commencement programs is awarded the college letter, and upon graduation is entitled to wear the Glee Club pin.

The Orchestra

Membership in the College Orchestra is open to all students who play musical instruments.

The orchestra furnishes music at assemblies and at special functions held at the college. Talented students are given opportunities for string ensemble work.

All students attending ninety per cent of the year's rehearsals and participating in commencement programs are awarded the college letter, and upon graduation are entitled to wear the Orchestra pin.

Chimes Guild

Members of the Chimes Guild alternate in the playing of the chimes in the college dining room. They lead in the singing of the grace and make contributions to the music for special occasions in the dormitory.

Publications

The Tower Light is the monthly publication of the college. Its service is threefold: to provide thought which will lead to intelligent action; to present professional information; to furnish an outlet for those students who wish to gain power through practice in writing.

The staff is composed of students selected from the four classes. These members, together with a faculty advisory board manage the financial, advertising, and circulation departments. They select and edit articles written by the students and faculty thus acquiring practical business and journalistic experience. Enrollment in English 323 Advanced Writing, is recommended for members of the Tower Light staff.

Student Christian Association

The Student Christian Association is a voluntary student organization. All students are eligible for membership. With the cabinet members of the association as leaders, the students conduct vespers once each month. At these services invited speakers bring their messages bearing upon the selected theme of the year. In addition, an "early-morning watch" is conducted each Tuesday morning.

Athletic Association

Each member of the student body is a member of the Athletic Association. Its governing board consists of student officers, managers of sports, and faculty. Its purpose is to organize and conduct the inter-section and interclass games for the women, the intramural games for the men, and to manage and direct the elective sports. The Athletic Association promotes interest and participation in athletics, and fosters school spirit by encouraging students to strive to win and wear the class number or the college letter.

Kappa Delta Pi Fraternity

In February, 1940, a chapter of Kappa Delta Pi Fraternity was installed at the college. Kappa Delta Pi is a national honor society for

students in education and has chapters in accredited teachers colleges and in schools of education at leading universities in the United States.

Students who meet the requirements for membership are elected during the junior and senior years. To be eligible for membership a student must maintain a high scholastic record in the college, possess outstanding character traits, and show a manifest interest in the field of education.

Members of the Chi Alpha Sigma Fraternity, the local honor society, which was established at the college in 1925, sponsored the installation of the national fraternity in 1940. Chi Alpha Sigma no longer elects student members but it is made up of understanding alumni and remains an active organization. Twice each year joint meetings of Chi Alpha Sigma and Kappa Delta Pi are held.

The International Relations Club

The International Relations Club is an organization connected with international bodies of similar names; it is sponsored by the Carnegie Endowment for International Peace. Its aims are to acquaint students with the problems and issues of the day and to promote social contacts. There are similar student groups working at Goucher College, Loyola College, and the Johns Hopkins University. Discussion groups of the International Relations Club, held semi-monthly, are frequently addressed by interesting speakers. Open forums, sponsored by the club, are occasionally held at the assembly hour. Any student or faculty member interested in international affairs may join this club.

Marshals

The organization of Marshals is important in assisting at all meetings of the college, both student assemblies and public functions. The services of the marshals are of special value to the conduct of the annual June commencement exercises. Marshals are chosen each year from freshmen and sophomore classes and serve throughout their attendance at the college.

Rural Club

The Rural Club is organized for the purpose of promoting a better understanding of community life. Members have opportunity for meeting leaders of rural and urban organizations of Maryland and other states. The club's program includes group discussions of pertinent civic and social problems and travel-study trips.

The club is interested in the development of the college Glen as an outdoor science laboratory and bird sanctuary, and for the practice of conservation, and wholesome recreation.

The Rural Club is a member of the student section of the American Country Life Association.

Natural History Group

The Natural History Group makes use of the out-of-doors as its laboratory for information. Its purpose is to help students increase their knowledge of wild life and geological formations and in addition to aid them in finding pleasure in such out-of-door activities.

Members of the Natural History Group hold meetings each month. Saturday meetings include visits to places of biological or geological interest near Towson or Baltimore City. At the last meeting in May a trip is made to a distant place of interest to the group. Trips have been taken to the Marine Biological Laboratory at Solomons, to Sherwood Forest, and to Scientist's Cliffs, Maryland.

Dramatic Club

Students interested in dramatics may become members of the dramatic club of the college. Its purpose is to afford opportunity for expression through acting, scenery making, costuming, and play writing. The club meetings are devoted to interesting discussion of current plays, and to the informal presentation of one-act plays. Many pleasant social contacts are made through the activities of this club.

Alumni Association

The Alumni Association holds a number of meetings each year. Various branches of the Association meet in different sections of the State and a general alumni meeting is held at the college each spring.

STUDENT OFFICERS**February to June****1947***Student Government Association Junior Class*

President: Virginia Franz
Vice-President: Margaret Hennlein
Secretary: Margaret Stauffer
Treasurer: Helen Wampler

S.G.A. Representatives:

Sr: Charlotte Diener
Jr: Betty Spruill
Soph: Norma Appel
Fr: William Jaeger
Social Ch.: Virginia Young
Advisers: Dr. Hartley
Associate Adviser: Miss Bersch

Senior Class

Pres.: Etta Jane Murray
Vice-Pres.: Loretta Schulte
Sec.: Ruth Cronhardt
Treas.: Coryne Harmison
Day Social Ch.: Helen Nitkoski
Res. Social Ch.: Doris Spurrier
S.G.A. Rep: Charlotte Diener

Girl's Athletic Association

Pres.: Virginia Spalding
Vice-Pres.: Ruth Ellen Cummings
Sec.: Ruth DeHoff
Treas.: Carol Hill

Men's Athletic Association

Pres.: David Cornthwaite
Vice-Pres.: Oswald Spellman
Sec.: John Ireton
Treas.: Warren Stroh

Chimes Guild

Pres.: Charlotte Diener
Vice-Pres.: Caroline Kennedy
Sec.: Cathy Comstock

Pres.: Oswald Spellman
Vice-Pres.: Ruth DeHoff
Sec.: Anna Mae Kerber
Treas.: Kathleen Miller
Day Social Ch.: Sarah MacFadden
Res. Social Ch.:

Dorothea Chenworth

S.G.A. Rep: Betty Spruill*Sophomore Class*

Pres.: Anne Clotworthy
Vice-Pres.: Margaret Garriques
Sec.: Caroline Kennedy
Treas.: Norval McDonald
Day Social Ch.: Jacqueline Terry
Res. Social Ch.: Martha Bell
S.G.A. Rep.: Norma Appel

Freshman Class

Pres.: William Riordan
Vice-Pres.: Warren Stroh
Sec.: Mary Swann
Treas.: Patricia Rosencrantz
Social Ch.: Deane Wyatt

Dormitory House Committee

Pres.: Shirley Zimmerman
Vice-Pres.: Sarah Jane Young
Sec.: Virginia Franz
Treas.: Mary Belle Cox
Soc. Ch. Virginia Young
Fr. Rep. Mary Gray Swann

Freshman Advisory Council

Sec'y.: Virginia Franz
Vice-Pres.: Kenneth Weber
Sec. Treas.: Caroline Kennedy
S.G.A. Rep: John Norris

Men's Club

Pres.: Francis Barnett
Vice-Pres.: Charles Eckes
Sec.-Treas.: Norval McDonald
Social Ch.: Gene Crouse
Pro. Ch.: Warren Stroh

Natural History Club

Pres.: Helen Nitkoski
Vice-Pres.: Jean Nelson
Sec.: Bernice Shugar
Treas.: Ruth Hoke
Ch. Planning Committee: Jean Post

Glee Club

Pres.: Charlotte Diener
Vice-Pres.: Janice Carico

Ruth Hoke

Sec'ys: Virginia Spalding
 Margaret Stauffer

Rec. Sec.: Margaret Hennlein
Treas.: Jean Nelson
T. L. Rep.: Katherine Burggraf

International Relations Club

Pres.: Sylvia Rosen
Vice-Pres.: Margaret Hennlein
Sec.: Betty Costlow

Treas.: Hallie Shinnamon
Pro. Ch.: Helen Lloyd
Publicity Ch.: John Young
Student Christian Association

Pres.: Jean Harbaugh

Vice-Pres.: Jane Downing

Sec.: Betty Bradley

Treas.: Ruth Gross

Pro. Ch.: Peter Galley

Ass't. Pro. Ch.: Mary T. Smith

Choir Ch.: Janice Carico

Ways and Means: Edith Paul

Publicity Ch.: Elaine Noland

Business Manager: Mary Belle Cox

Dramatic Club

Pres.: Virginia Ganzhorn

Vice-Pres.: Betty Jane Johnson

Sec.: Pat Fallon

Treas.: Lilly Freund

Marshals

Chief: Eleanor VanDyke

Ass't Chief: Audrey Crawford

Sec.: Betty Kidd

Treas.: Miriam Galperin

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Manager Editor

William H. Wood, Jr.

Associate Editor

Mildred Levy

Sports Editor

Alfred Fort

Feature Editor

Joan Johanson

News Editor

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Exchange Editor

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Business Manager

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Mr. W. Frank Guess

ALUMNI ASSOCIATION

of the

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GRADUATES

B. S. Degrees—June 7, 1946

Armstrong, Alice Jeannette.....	Anne Arundel County
Benson, Geraldine Marie.....	Baltimore County
Callahan, Alma Marie.....	Baltimore County
Callahan, Suzanne Irene.....	Baltimore County
Condiff, Margaret.....	Calvert County
Cronhardt, Nancy Lee.....	Baltimore County
Diefenbach, Ardie Lorraine.....	Baltimore County
Friedman, Reita	Baltimore City
Gutman, Doris Helen.....	Baltimore City
Harper, Florence Barbara.....	Anne Arundel County
Hebner, Aleda Mildred.....	Baltimore City
Herold, Creston Charles.....	Baltimore County
Koenig, Kathryn Bertha.....	Baltimore County
Koletschke, Doris Katherine.....	Baltimore County
Lynch, Eileen Marie.....	Baltimore City
McCutcheon, Helen McCullagh.....	Frederick County
McDonnal, Eva.....	Baltimore County
Mace, Elizabeth Bayne.....	Anne Arundel County
Merson, Norma Lee.....	Baltimore County
Miller, Dorothy.....	Baltimore City
Morris, Evelyn Ruth.....	Baltimore City
O'Connor, James Patrick.....	Baltimore City
Reeves, Mary Rose.....	Harford County
Werner, LaVerne Elsie.....	Baltimore City
Whitehurst, Barbara Beans.....	Baltimore City
Zemel, Harry.....	Baltimore City
Ziemann, Margaret.....	Baltimore City

SENIOR CLASS OFFICERS OF 1945-1946

<i>President</i>	Doris Gutman
<i>*Secretary</i>	Dorothy Ecker
<i>*Vice-President</i>	Elizabeth Rost
<i>Treasurer</i>	Lorraine Diefenbach

*Will graduate August, 1946

MEMBERS OF THE GRADUATING CLASS ELECTED TO KAPPA DELTA PI

Ardie Lorraine Diefenbach	Doris Helen Gutman
Doris Katherine Koletschke	Norma Lee Merson
Evelyn Ruth Morris	Barbara Beans Whitehurst

GRADUATES OF JUNE, 1946—27

Total number of graduates since 1866—7,366

GRADUATES B. S. Degrees—August 1946

Winifred Mae Alexander.....	Frederick County
Charlotte Fultz Bortner.....	Carroll County
Merelyn Brozer	Baltimore City
Samuel Edgar Clopper.....	Baltimore County
Clara Mae Crouch.....	Baltimore County
Myra Belle Dudderar.....	Frederick County
Dorothy Lenora Ecker.....	Carroll County
Dorothy Alice Farmer.....	Baltimore City
Mary Gold	Baltimore City
Theodore William Katenkamp, Jr.....	Baltimore County
Carolyn Elizabeth Motschieder.....	Baltimore City
Ruth Naomi Mullendore.....	Baltimore City
Shirley Iva Rosen.....	Baltimore City
Elizabeth Ellen Rost.....	Baltimore County
Dallas Barton Smith.....	Baltimore County
Catherine Wolfram	Baltimore County
Clara Margaret Wolkoff.....	Baltimore City

SENIOR CLASS OFFICERS, SUMMER, 1946

<i>**President</i>	John McCauley
<i>Secretary-Treasurer</i>	Winifred Alexander

MEMBERS OF THE GRADUATING CLASS ELECTED TO KAPPA DELTA PI

Samuel E. Clopper	Theodore Katenkamp
Carolyn Motschieder	

***Will graduate February, 1947*

GRADUATES OF AUGUST 1946—17

Total number of graduates since 1866—7,381

B. S. DEGREES—JUNE 1947

Brach, Virginia Imogene.....	Baltimore City
Bradley, Betty Kathryn.....	Montgomery County
Brandoff, Loretta Jane.....	Harford County
Carico, Janice Louise.....	Harford County
Carrier, Marjorie Jane.....	Washington County
Coffman, Annie Louise.....	Baltimore County
Cohen, Albert Merrill.....	Baltimore City
Cronhardt, Ruth Virginia.....	Baltimore County
Crump, Peggy Marion.....	Baltimore City
Diener, Charlotte Henrietta.....	Baltimore City
Fallon, Mary Patricia.....	Baltimore City
Garvey, Mary Elizabeth.....	Baltimore City
Harbaugh, Jean Elizabeth.....	Baltimore County
Harmison, Coryne Lillian.....	Baltimore City
Heil, Marion Heuisler.....	Baltimore City
Hoddinott, George Robert.....	Baltimore City
Hoke, Ruth Elizabeth.....	Baltimore County
Katz, Harold Lloyd.....	Baltimore City
McCauley, John Howard, Jr.....	Baltimore City
Moran, Cecile Marie.....	Montgomery County
Mosier, Mildred Evelyn.....	Washington County
Moss, Mary Elizabeth.....	Anne Arundel County
Murphy, Jessie Pearl.....	Harford County
Murray, Etta Jane.....	Carroll County
Nelson, Muriel Jean.....	Baltimore City
Nitkoski, Helen Agatha.....	Baltimore City
Pac, Pauline Camille.....	Baltimore City
Sauter, Jeanette Marie.....	Baltimore County
Schneider, Berta Lynnette.....	Baltimore City
Schneider, Norman Lee.....	Anne Arundel County
Schulte, Loretta Elizabeth.....	Baltimore City
Seibert, Alliene Lucille.....	Washington County
Smith, Mary Tillard.....	Anne Arundel County
Smyrk, Marian.....	Baltimore City
Spurrier, Doris Day.....	Carroll County

Stormfeltz, Virginia Joyce.....	Baltimore County
Thomas, Veta Arelyn.....	Tulsa, Oklahoma
Townshend, Mary Elizabeth.....	Prince George's County
Zimmerman, Shirley Marie.....	Baltimore City

SENIOR CLASS OFFICERS OF 1947

<i>President</i>	Etta Jane Murray
<i>Secretary</i>	Ruth Cronhardt
<i>Vice-President</i>	Lorrette Schulte
<i>Treasurer</i>	Coryne Harmison

MEMBERS OF THE GRADUATING CLASS ELECTED TO
KAPPA DELTA PI

Virginia Brach	Etta Jane Murray
Janice Carico	Jean Nelson
Louise Coffman	Helen Nitkoski
Peggy Crump	Lynette Schneider
Coryne Harmison	Norman Schneider
John McCauley	Mary Elizabeth Townshend
	Shirley Zimmerman

GRADUATES OF JUNE, 1947—39

Total number of graduates since 1866—7,419

ENROLLMENT 1946-1947

	Women	Men	Total
Freshman			
Teachers College.....	145	24	169
Junior College.....	26	114	140
Sophomores—Teachers College.....	98	4	102
Juniors—Teachers College.....	49	8	57
Seniors—Teachers College.....	36	5	41
	<hr/> 354	<hr/> 155	<hr/> 509

GETTING TO TOWSON

The State Teachers College is located at Towson, the county seat of Baltimore County, a short distance north of Baltimore City. The College is situated on the York Road. Students arriving in Baltimore by railroad or steamboat will take the nearest line of streetcars transferring to the No. 8 or Towson Car.

The College can be reached by streetcar from either Camden Station or Mount Royal Station (Baltimore and Ohio Railroad). From Camden Station one should take the car at the door going east and transfer at Fayette St. to a No. 8, Towson car. From Mount Royal Station a Preston St. car going east will transfer at Greenmount Ave. to the No. 8, Towson car.

From Pennsylvania Station take No. 3 Bus, Northwood or Stadium going north; transfer at Greenmount Ave. and 33rd. St. to No. 8, Towson car, riding north until the college grounds are reached.

The State Teachers College

at
Towson, Maryland



Announcement for
1947-1948

STATE BOARD OF EDUCATION AND TRUSTEES
of the
STATE TEACHERS COLLEGE AT TOWSON, MARYLAND

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Cumberland

THOMAS G. PULLEN, JR., A.B., M.A., Ed.D
State Superintendent and Secretary of the Board
Catonsville

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Baltimore

OSCAR B. COBLENTZ
Catonsville

NICHOLAS OREM
Hyattsville

ADMINISTRATIVE OFFICERS OF THE COLLEGE

M. THERESA WIEDEFELD, B.S., Ed.D.....	<i>President</i>
ANITA S. DOWELL, A.B., M.A. Ph.D.....	<i>Assistant to the President</i>
REBECCA C. TANSIL, A.B., M.A., Ph.D.....	<i>Registrar-Business Manager</i>
IRENE M. STEELE, B.S., M.A.....	<i>Principal, Lida Lee Tall School</i>
MARY S. BULKLEY, B.S., M.D.....	<i>College Physician</i>
*MARGARET BARKLEY, A.B., B.S.....	<i>Librarian</i>
MARY CATHERINE KAHL, A.B., M.A.....	<i>Director of Student Activities</i>
ANNA M. BAKER, A.B., B.S.....	<i>Dietitian</i>
MAURICE W. RICHARDSON	<i>Superintendent of Buildings and Chief Engineer</i>
AUDLEY R. BUTLER.....	<i>Superintendent of Grounds and Farm Manager</i>

* Resigned February 1, 1947

THE STATE TEACHERS COLLEGE at TOWSON, MARYLAND

CALENDAR FOR 1947-1948

Registration—First Semester

All Freshmen.....Wednesday, September 10

All students other than Freshmen.....Friday, September 12

Regular schedule of work for first semester:

All Freshmen.....Thursday, September 11

All students other than Freshmen.....Monday, September 15

Dormitories open for resident students:

Resident Freshmen.....3 P.M., Tuesday, September 9

Resident students other than Freshmen.....Friday, September 12

Thanksgiving recess begins—4 P.M.....Wednesday, November 26

Classes are resumed—9 A.M.....Monday, December 1

Christmas recess begins—4 P.M.....Friday, December 19

Classes are resumed—9 A.M.....Monday, January 5

Founders Day.....Thursday, January 15

First semester ends.....Thursday, January 29

Second semester:

Registration.....Monday and Tuesday, February 2 and 3

Classes are resumed.....Wednesday, February 4

Easter recess begins—4 P.M.....Wednesday, March 24

Classes are resumed—9 A.M.....Tuesday, March 30

Second semester ends.....Friday, June 11

Commencement.....Tuesday, June 15

Lida Lee Tall School

Regular work begins.....Monday, September 8

School closes.....Friday, June 11 (185 days)

General Information

HISTORY OF THE STATE TEACHERS COLLEGE

The State Teachers College at Towson (formerly the Maryland State Normal School), the oldest and largest institution in Maryland for the education of teachers, was created by the Legislature of 1865 and opened on January 15, 1866. From the time of its founding until 1931 the institution was a normal school offering two years of training for elementary school teachers. In 1924 the Training School for Teachers in Baltimore City was closed and since that time the elementary school teachers of Baltimore City and the counties have been educated at Towson. In 1931 the course was increased to three years by an Act of Legislature, and again in 1934 the State Board of Education extended the course to four years, authorizing the college to offer the B.S. degree. In the spring of 1935 the name of the institution was officially changed to the State Teachers College at Towson.

Training of Junior High School Teachers

With the adoption of the twelve-year school program throughout Maryland the state teachers colleges will educate junior high school teachers as well as teachers for the elementary schools of Baltimore and the counties. Courses for junior high school teachers will be added to the program in September, 1947.

Junior College Division

A junior college division of the State Teachers College at Towson was inaugurated in September, 1946. Additional information about this program will be found in this announcement following the teachers college section.

LOCATION AT TOWSON

The State Teachers College is located in South Towson. The campus of eighty-eight acres comprises beautiful lawns, athletic fields, a natural park, woodland, residence halls, and other college buildings. The campus offers many opportunities for healthful outdoor recreation.

Although entirely removed from Baltimore, the college is near enough to share in the cultural advantages of a large city, and affords opportunities for visits to art galleries and attendance at concerts and plays. The Towson car passes the grounds, making the college accessible from all points in the city.

TEACHING OPPORTUNITIES FOR STATE TEACHERS COLLEGE GRADUATES

There are many opportunities for service in the public school systems of the State, including Baltimore City.

There are several educational bills now before the 1947 Legislature that should improve conditions in education. These bills recognize the value of professional preparation and more adequately compensate successful teachers who remain in the profession. The new salary scale recommended by the State Board of Education places the minimum salary at \$2200.00 for all teachers meeting the certification standards.

Vacancies in positions in administration and supervision are filled by promoting experienced teachers of skill and ability who have indicated the necessary qualities of leadership and personality, and continued professional preparation.

The number of graduates of the teachers colleges for the past several years has not been sufficient to take care of the vacancies of the state school system. The present shortage of teachers will continue for some years. For this reason, now is an opportune time for qualified high school graduates who are interested in the profession of teaching to enter the Teachers College so that they may be ready to fill the vacancies.

ADMISSION REQUIREMENTS

1. Citizenship: To be eligible for admission a student must be a citizen of the United States.
2. Graduation from an approved high school: The State Department of Education is the accrediting agency for the public high schools and also the non-public secondary schools of Maryland.
3. Recommendation by school officials: An applicant must be recommended by his high school principal and approved by the superintendent of schools.
4. Health: A thorough physical examination by the college physician is required for admission.

ADVANCED STANDING

An applicant for advanced standing who presents a record of honorable dismissal from the last college attended may be allowed credit for college work completed in so far as the work approximates courses offered at the Teachers College. No transfer credit will be allowed for courses in which the applicant has made D grades. The advanced standing is provisional until the student has established a satisfactory record in the college.

A transfer student must earn the last year of credit (thirty-two semester hours) at the teachers college which awards the degree. If the applicant has graduated from a two-or-three-year curriculum at one of the Maryland state teachers colleges the requirements may be reduced to not less than one semester.

Transfers from one Maryland Teachers College to Another

A properly qualified student may enter any one of the three Maryland teachers colleges but, when a choice of schools has been made, no transfer to another Maryland teachers college shall be permitted under any conditions or at any time, except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the State Board of Education. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

The Pledge to Teach in the State of Maryland

Every student enrolling in the State Teachers College is required to sign the pledge to teach two years in Maryland immediately following graduation. If only the last year's work is taken at the college, the pledge to teach shall cover one year.

THE CURRICULUM

The curriculum of the State Teachers College at Towson is dual in character and purpose. It involves educating individuals to be effective citizens as well as successful members of the teaching profession.

The Teachers College offers a program of studies which provides for broad foundations in fields of knowledge useful to every educated American citizen-of-the-world. The program makes available what research and science have to offer a teacher for himself and for his work.

Directed Teaching

Directed teaching is a required part of the course and is important because of the practical experience it gives to the student. Directed teaching is restricted to the junior and senior years. The students spend the entire time allotted to directed teaching in practice centers. There are eight classrooms or centers in the Lida Lee Tall Elementary Schools. Affiliated training centers are provided through the courtesy and cooperation of the Baltimore City Board of Education and Baltimore County Board of Education.

Requirements for Graduation

The degree of Bachelor of Science in Education is conferred upon those who successfully complete the four-year curriculum, based on one hundred and twenty-eight semester hours of credit.

Living Accommodations

There are two residence halls for women students, Newell Hall and Richmond Hall. These halls offer unusual advantages as comfortable and attractive quarters for boarding students. The social room in Richmond Hall provides facilities so that boarding students may enjoy their leisure time and receive their friends. The infirmary, located in Newell Hall, managed by a resident physician and resident nurse, provides medical care for students who are ill.

The dining room in Newell Hall has a seating capacity of 500 students. Well planned meals are served and students are given experience in acting as hostesses.

The living accommodations on the campus for men students are limited. However, the college cooperates in locating rooms in the Towson area and men students living off the campus may take their meals in the college dining hall.

Social Life

There are many student organizations at the college. These include the Glee Club, Student Government Association, Publications Staff, Athletic Association, International Relations Club, Marshals, Dramatic Club, Natural History Club, and Student Christian Association.

Believing that an adequate social program is necessary in any college, especially in a teacher-training institution, the social affairs are planned to meet the needs and desires of the student body. Dances, sponsored by various organizations and clubs, are held during the year and outdoor picnics in the glen are popular with student groups.

College Athletics

The college provides two athletic fields, six tennis courts, a modern gymnasium, and other facilities for promoting recreational activities.

With the return of men students, the college is again participating in the sports program of the Mason Dixon Conference. There are competitive teams in basketball, rifle, wrestling, track, tennis, and baseball. Competition is scheduled with Johns Hopkins University, Randolph Macon College, Catholic University, Gallaudet, and other colleges in the Mason Dixon league.

The women's athletic activities which include volleyball, hockey, basketball, archery, dancing, tennis, baseball, and soccer are intramural.

EXPENSES

Tuition for Maryland Students

The Maryland state teachers colleges charge no tuition to Maryland students enrolled in the Teacher Education curriculum.

Cost for Maryland Resident Students

The cost for a resident student for the regular academic year is \$216.00 for room and board. There is no charge for tuition. All expenses are payable in two equal installments in advance, \$108.00 on the opening day of each semester. In addition to this, a \$5.00 breakage fee is deposited by each new student.

An activities fee of \$10.00 is collected at the request of the student body and is payable at the time of the fall registration.

All women resident students are required to live in the dormitory. Desirable rooming facilities for men students are available. All resident students are subject to the disciplinary control of the college.

Room Reservation Fee

A room reservation fee of \$10.00 is required of all applicants who desire to board at the college and should be sent with the application blank. This fee is deducted from the amount due upon entrance, and no refund of this amount will be made after two weeks preceding the opening of the college.

Cost for Out-of-State Students

Students who are not legal residents of Maryland and who meet the entrance requirements may be admitted. The out-of-state student pays a tuition charge of \$200.00 per academic year, \$216.00 for room and board, \$5.00 breakage fee (which is refunded if there is no charge against his record) and the \$10.00 activities fee.

Late Registration Fee

Any student who registers after the date of registration named in the calendar is required to pay a late entrance fee of \$2.00.

The Breakage Fee

A breakage or property deposit of \$5.00 is required of each student entering the college for the first time. This fee is refunded when the student graduates or withdraws, if he has no charges against his record. In addition to individual breakage charges, there are group losses and breakages which are prorated and charged to the students involved.

SUMMARY OF EXPENSES**Maryland Residents**

	Semester I	Semester II	Total Year-
* Board and Room	\$108.00*	\$108.00	\$216.00
Breakage fee, refundable—all freshmen or new students ..	5.00		5.00
Activities fee-agreed upon by students.....	10.00		10.00
Total	\$123.00	\$108.00	\$231.00
	or		or
	\$118.00		\$236.00

* If a room reservation fee has been paid, deduct \$10 from this amount.

Out-of-State Students

Surcharge in addition to fees shown above.....	\$100.00	\$100.00
--	----------	----------

The Activities Fee

On registration day of each academic year every student is required to pay an activities fee of \$10.00. This money belongs to the student body and is used for class dues and for furthering such activities as student publications, athletics, dramatics, the student government association, and for financing some assembly programs.

There will be no refund of the activities fee after the first two weeks following registration.

Medical Reimbursement

We offer to our students a Medical Reimbursement plan. This plan guarantees to reimburse the parent for any medical expense which may arise from an accident in which a student is injured during the school year. The cost is \$7.50 for women and \$10.00 for men. Students desiring this medical coverage will make application at the business office.

Transcripts

One transcript of a student's record will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript.

Other Expenses

Although many of the books necessary for courses are to be found in the library and are available for student's use, a student is required to buy a number of books. Students are required to buy gymnasium suits for the courses in physical education.

There are few other expenses except those for personal needs, and a student may live very economically at the college. The commuting students (veterans and those under twenty-one years of age) are permitted to use car tokens and thus reduce their carfare.

Loan Funds

There are several loan funds which are administered by a faculty board of trustees. A student applying for a loan must have established a satisfactory record in the college. For this reason, freshmen are not eligible for loans except in cases of very able students who may apply for a loan during the second semester of the freshmen year.

There are a few scholarships available from the Helen A. Linthicum Scholarship Fund which are awarded at the discretion of the board of trustees on the advice of the president of the college. Freshmen applying for these scholarships must be recommended for academic attainments in high school, qualities of leadership, and characteristics of personality. Students wishing to apply for a Helen Aletta Linthicum Scholarship may do so by writing to the Chairman of the Faculty Committee on Loans and Scholarships, State Teachers College, Towson-4, Maryland.

Further Information

Students who are interested in the State Teachers College should send for the college catalogue which will give detailed information concerning the college regulations, the curriculum, and the description of courses.

Address inquiries to:

The Registrar
State Teachers College at Towson
Baltimore 4, Maryland

APPLICATIONS FOR ADMISSION

Application blanks for admission will be furnished upon request. Due to the large number of applicants for the year 1947-48 it will be necessary to file applications earlier than in previous years. It is requested that students wishing to enter in September, 1947, file their applications by May 15. A followup report will be secured from the high school at the end of the school year. Applications on file will be passed on by July 1, and students notified immediately. Students wishing to live at the college should send a deposit of \$10.00 for a room reservation with the application. If a student's application is not approved the deposit will be refunded or if a student withdraws an application the money will be refunded, provided the college is notified two weeks or more preceding the opening date of the college.

JUNIOR COLLEGE DIVISION

General Information

The junior college program at the State Teachers College at Towson was inaugurated in September, 1946. The program was planned especially for veterans but limited numbers of non-veterans were admitted. Priority will continue to be given to veterans but it is hoped there will be facilities for many high school graduates who meet admission requirements.

Curriculum

The curriculum provides background courses which will enable students at the end of the years to begin specific training for any of several professions. The curriculum provides a liberal arts program of studies leading to specialization in law, nursing, journalism, and business administration. The offerings in science are limited and for this reason students interested in engineering, medicine, and dentistry are discouraged from enrolling.

Admission

Students must meet the same requirements as set forth for the Teachers College, namely: graduation from an accedited high school, or satisfactory grades in the equivalence examinations given through the State Department of Education. In addition, each applicant must satisfactorily pass the college entrance examinations administered at the college at the time of registration and must be interviewed regarding his professional plans.

EXPENSES

Tuition for Maryland students attending the junior college is \$100.00 for the academic year. For an out-of-state student the tuition is \$200.00. There is a student activities fee of \$10.00 each year and a breakage fee of \$5.00 which is paid at the first registration only.

The college is approved by the Veterans Administration and any eligible veteran may register under the Servicemen's Readjustment Act, 1944, as amended, (G.I. Bill of Rights). A representative of the Veterans Administration spends one day each week at the college to answer questions of individual students.

Living Accommodations

When dormitory space is available junior college women students may live in the college dormitories. Priority, however, is given to students in the Teachers College. The cost for board and room is \$216.00 for the year. There are no facilities for housing junior college men on the campus. The college will assist those unable to live at home in obtaining rooms in nearby homes and will permit them to have their meals in the college dining hall. The present charge for meals at the college is at the rate of \$180.00 for the year or \$90.00 for the semester, payable in advance. This charge is subject to change at any time.

Further Information

Students interested in the junior college division should send for the catalogue which will list the courses with descriptions. Address inquiries to:

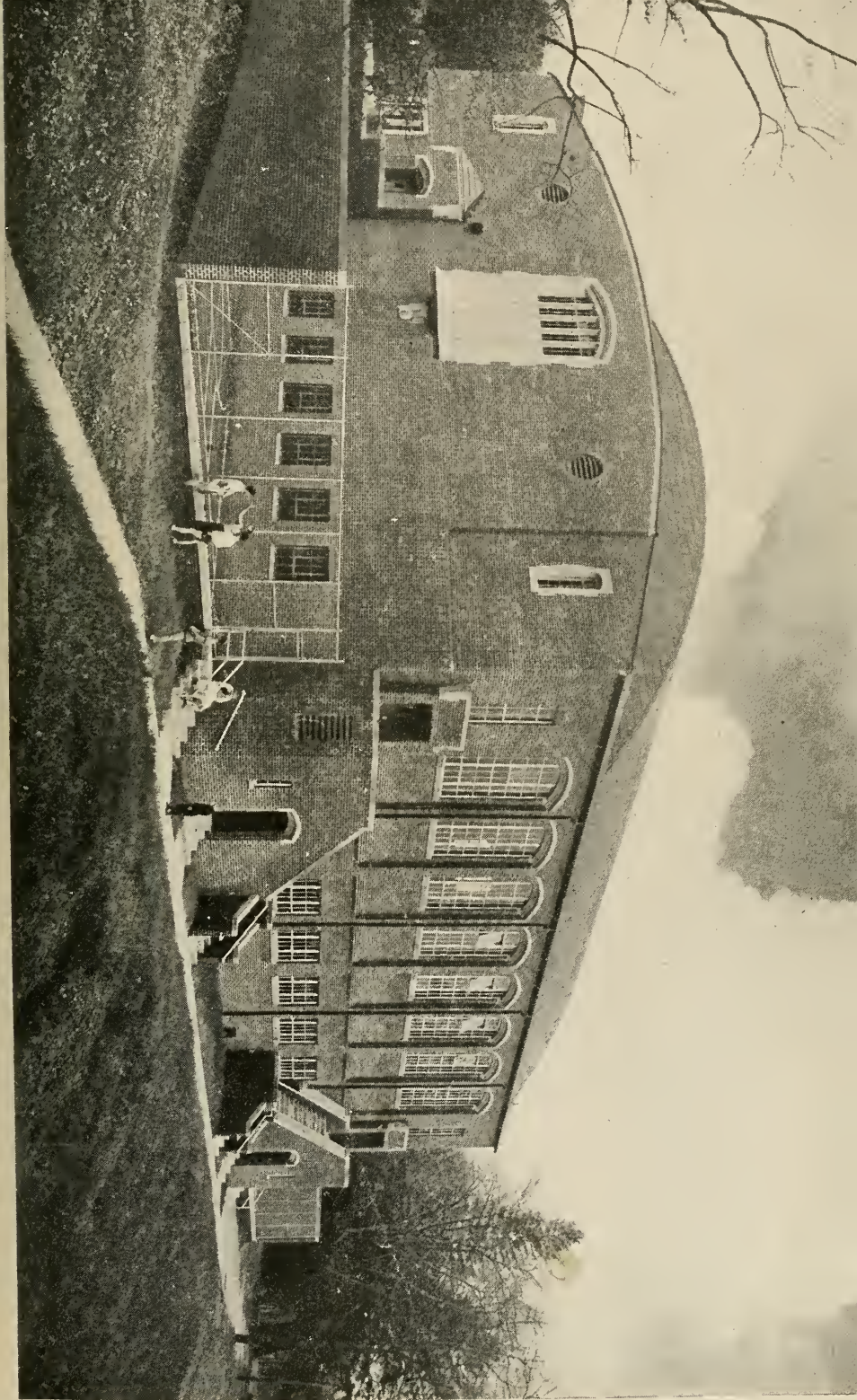
The Registrar
State Teachers College at Towson
Baltimore 4, Maryland

APPLICATIONS

Persons wishing to apply for admission to the junior college should write for an application blank. This should be returned to the Registrar's Office by May 15, if possible and if admission is desired in September, 1947. Supplementary records will be secured from the high school if the applicant is a 1947 high school graduate. Personal interviews will be held and applications will be approved in July.

Applications may be secured by writing to
The Registrar—Junior College Division
State Teachers College at Towson
Baltimore 4, Maryland

GYMNASIUM



State

Teachers

College

Towson, Maryland



Catalogue 1948-49

Eighty-Third Year



AIRPLANE VIEW OF THE STATE TEACHERS COLLEGE AT TOWSON



ADMINISTRATION BUILDING

The State Teachers College at Towson



Member

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

and

THE AMERICAN COUNCIL ON EDUCATION



CATALOGUE 1947-1948

ANNOUNCEMENT 1948-1949

Eighty-Third Year Begins September, 1948

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THE STATE TEACHERS COLLEGE AT TOWSON,
MARYLAND—COLLEGE
CALENDAR FOR 1948-1949

First Semester

Sunday, September 12	Dormitories open for Freshman Resident Students after 3:00 P.M.
Monday, September 13	Freshmen and new students report as directed, 9:00 A.M. Every new student must be present from September 13 through 16 to complete registration, take placement examinations and meet other requirements.
Thursday, September 16	All former students register. After 9:00 A.M. Dormitories open for former students
Friday, September 17	Instruction begins
Wednesday, November 24	Thanksgiving Vacation begins, 4:00 P.M.
Monday, November 29	Thanksgiving Vacation ends, 9:00 A.M.
Tuesday, December 21	Christmas Vacation begins, 4:00 P.M.
Monday, January 3	Christmas Vacation ends, 9:00 A.M.
Thursday, January 27	First Semester ends

Second Semester

Tuesday, February 1	Registration, Second Semester
Wednesday, February 2	Instruction begins
Wednesday, April 13	Easter Vacation begins, 4:00 P.M.
Wednesday, April 20	Easter Vacation ends, 9:00 A. M.
Friday, June 10	Second Semester ends

Commencement Events

Saturday, June 11	Alumni Day and Dinner
Sunday, June 12	Baccalaureate Sermon
Monday, June 13	Class Day—Senior
Tuesday, June 14	Commencement

LIDA LEE TALL SCHOOL (LABORATORY SCHOOL)

Wednesday, September 8	School opens
Friday, June 10	School closes

STATE BOARD OF EDUCATION AND TRUSTEES
of the
STATE TEACHERS COLLEGE AT TOWSON,
MARYLAND

TASKER G. LOWDNES, B.L., L. H. D. *President*
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State Superintendent and Secretary of the Board
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MRS. ALVIN THALHEIMER
Baltimore

OSCAR B. COBLENTZ
Catonsville

NICHOLAS OREM
Hyattsville

ADMINISTRATIVE OFFICERS OF THE COLLEGE

EARLE T. HAWKINS, A.B., M.A., Ph.D., LL.D. . . . *President*

ANITA S. DOWELL, A.B., M.A., Ph.D. *Assistant to the*
President

REBECCA C. TANSIL, A.B., M.A., Ph.D. . . *Registrar-Business*
Manager

IRENE M. STEELE, B.S., M.A. *Principal, Lida Lee Tall*
School

AZILE M. FLETCHER, A.B., M.A. *Director of Student*
Activities

MARY S. BULKLEY, B.S., M.D. *College Physician*

DOROTHY W. REEDER, A.B., B.S., M.A. *Librarian*

ELSIE PANCOAST WASSON, B.S., M.S. *Dietitian*

MAURICE W. RICHARDSON

Superintendent of Buildings and Chief Engineer

AUDLEY R. BUTLER. . *Superintendent of Grounds and Farm*
Manager

FACULTY

1947-1948

EARLE T. HAWKINS.....*President*
A.B., Western Maryland College; M.A. Teachers College,
Columbia University; Ph.D., Yale University; LL.D.,
Western Maryland College

ANITA S. DOWELL.....*Assistant to the President, Health*
Education
A.B., Goucher College; M.A., and Diploma in the Supervision
of Health Education, Teachers College, Columbia Uni-
versity; Ph.D., Johns Hopkins University

MARY CLARICE BERSCH.....*Education*
Diploma, State Teachers College, Farmville, Va.;
B.S., George Peabody College for Teachers; M.A.,
Teachers College, Columbia University; graduate
study, University of California, University of
Mexico, University of Chicago

PEARLE BLOOD.....*Geography, Social Sciences*
B.S., Teachers College, Columbia University; M.A.
Columbia University; graduate study,
University of Chicago

ARTHUR W. BREWINGTON.....*English*
A.B., Asbury College, M.A., Cornell University;
Ph.D., George Peabody College for Teachers

BERNICE A. BROUWER.....*Art*
Life Certificate and A.B., Western Michigan College of
Education, Kalamazoo, Michigan; M.A., Teachers
College, Columbia University

STELLA E. BROWN.....*Director of Student Teaching*
Diploma, Maryland State Normal School; B.S., and
M.A., Diploma in Elementary School Supervision
and Diploma for Director of Training School,
Teachers College, Columbia University;
graduate study, Johns Hopkins University
and Columbia University

- MARY S. BULKLEY . . . *Resident Physician, Health Education*
B.S., Nebraska Wesleyan University, Lincoln, Nebraska;
M.D., University of Nebraska
- LOUIS T. COX, JR. *Science*
B.S., State Teachers College at Towson
M.A., Teachers College, Columbia University
- EUNICE K. CRABTREE *English, Language Arts*
A.B., M.A., George Washington University; Ed.D.,
Johns Hopkins University
- COMPTON N. CROOK *Science*
B.S. and M.A., George Peabody College for Teachers
- ELNA J. DANIELS *Physical Education*
A.B., Barnard College; M.A., Teachers College,
Columbia University; graduate study, Teachers
College, Columbia University
- DYER, FRANK P. *Accounting (Part-Time)*
B.S., Loyola College; LL.B., University of Baltimore;
C.P.A., State of Maryland
- AZILE M. FLETCHER *Director of Student Activities*
A.B., Lander College, Greenwood, South Carolina;
M.A., Furman University
- GALLOWAY, SARAH B. . . . *English and History (Part-Time)*
A.B., Roanoke College, Salem, Virginia; M.R.E., Biblical
School in New York
- W. FRANK GUESS *English*
A.B., Presbyterian College, Clinton, South Carolina;
M.A., University of North Carolina
- WILLIAM H. HARTLEY *History, Visual Education*
B.S., Springfield College, Mass.; M.A., Ed.D., Teachers
College, Columbia University

- NINA HUGHES *English*
 A.B., Florida State College for Women, Tallahassee,
 M.A., Catholic University of America
- MARY CATHERINE KAHL *Asst. Director of Student
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- JOHN W. MCCLEARY *History*
 A.B., Johns Hopkins University; M.A., University of
 Wisconsin; Ph.D., Johns Hopkins University
- HAZEL MACDONALD *Music*
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 College; B.S., M.A., Teachers College, Columbia
 University
- MARGARET J. MCKIBBEN *Science*
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- DONALD I. MINNEGAN *Physical Education*
 Diploma, Illinois State Teachers College; B. Phys. Ed.,
 Springfield College, Mass; M.A., New York Uni-
 versity; Ed.D., George Washington University
- HAROLD E. MOSER *Mathematics, Psychology*
 Diploma, Maryland State Normal School; B.S., Johns
 Hopkins University; M.A., Teachers College,
 Columbia University; Ph.D., Duke University
- LOIS D. ODELL *Science*
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 M.A., Cornell University
- DOROTHY W. REEDER *Librarian*
 A.B., Susquehanna University, Selinsgrove, Pennsylvania;
 B.S., in Library Science, Drexel Institute of Technology;
 M.A., in Library Science, University of Michigan
- MARY RAFFLE ROBINSON *Art*
 B.F.A., Richmond Professional Institute of the College
 of William and Mary; M.A., Teachers College,
 Columbia University

- MARY E. ROACH.....*Physical Education*
 Diploma, Central School of Hygiene and Physical
 Education, New York City; B.S., New York
 University; graduate study, Teachers College,
 Columbia University
- LUCY SCOTT*Director of Student Teaching*
 B.A., Trinity University, Waxahachie, Texas; M.A.,
 Teachers College, Columbia University; Ph.D.,
 State University of Iowa
- IRENE M. STEELE.....*Principal, Lida Lee Tall School*
 Diploma, Maryland State Normal School; B.S., and M.A.,
 and Diploma in Elementary Supervision, Teachers Col-
 lege, Columbia University; graduate study, Uni-
 versity of Chicago and Columbia University
- REBECCA C. TANSIL.....*Registrar and Business Manager*
 A.B., University of Tennessee; M.A., George Peabody
 College for Teachers; Ph.D., Columbia University
- ELSIE PANCOAST WASSON.....*Dietitian*
 B.S., University of Maryland; M.S., Teachers College,
 Columbia University
- E. CURT WALTHER.....*Geography, Social Sciences*
 A.B., Cincinnati University; M.A., Teachers College,
 Columbia University; Ed.D., Johns Hopkins Uni-
 versity
- ERNST O. VON SCHWERDTNER.....*Languages*
 A.B., St. John's College, Annapolis; graduate study,
 Johns Hopkins University
- J. FREDERICK WEAVER.....*Mathematics*
 B.S. and M.S., Bucknell University; graduate study,
 Duke University, and Johns Hopkins University
- JOE YOUNG WEST.....*Science*
 B.S. and M.A., George Peabody College for Teachers;
 Ph.D., Columbia University

PAUL M. WEST.....*English*
B.S., Delta Teachers College, Cleveland, Mississippi;
M.A., George Peabody College; graduate study, Johns
Hopkins University

EMMA E. WEYFORTH.....*Music*
A.B., Goucher College; M.A., and Diploma in Super-
vision of School Music, Teachers College, Columbia
University

HAZEL E. WOODWARD.....*Education, History*
A.B., University of Minnesota; M.A., Teachers College,
Columbia University; graduate study, Teachers
College, Columbia University

LIDA LEE TALL SCHOOL FACULTY
Observation, Demonstration, and Student Teaching
Laboratory—1947-1948

IRENE M. STEELE.....*Principal*
Diploma, Maryland State Normal School; B.S., and
M.A., and Diploma in Elementary Supervision,
Teachers College, Columbia University; graduate
study, University of Chicago and Columbia
University

MARY A. GROGAN.....*First Grade*
Diploma, Maryland State Normal School; B.S., M.A., and
Diploma in Elementary Supervision, Teachers College,
Columbia University; graduate study, Harvard
University

AGNES E. CARLTON.....*First Grade*
A.B., Salem College, Winston-Salem, N.C.; M.A. and
Diploma in Teacher Training, Teachers College,
Columbia University; graduate study, Johns Hop-
kins University

LENORA C. BRENNAN.....*Second Grade*
B.S., Western Michigan College of Education; M.A.,
Teachers College, Columbia University

E. HEIGHE HILL.....*Third Grade*
Diploma, Maryland State Normal School; B.S., Johns
Hopkins University; M.A., Teachers College,
Columbia University

MARGUERITE C. DOUGHERTY.....*Third Grade*
Diploma, State Normal School, West Chester, Pennsylv-
ania; B.S., M.A., and Diploma in Teacher Training,
Teachers College, Columbia University; graduate
study, University of Pennsylvania, University of
Berlin and Johns Hopkins University

C. GLADYS HUGHES.....*Fourth Grade*
A.B., Woman's College, University of North Carolina;
M.A., George Peabody College for Teachers; graduate
study, New York University and Johns Hopkins
University

MARGUERITE S. SEAMAN.....*Fifth Grade*
Diploma, Maryland State Normal School; B.S., Johns
Hopkins University; graduate study, University
of Chicago

HILDA KESTNER*Sixth Grade*
Diploma, Maryland State Normal School; B.S., and
M.A., Teachers College, Columbia University;
graduate study, University of Maryland

ASSISTANTS IN ADMINISTRATION

ADDA L. GILBERT.....*Secretary to the President*
MARGUERITE S. GERMAN.....*Stenographer, Main Office*
MARGARET G. BARALL.....*Financial Secretary*
AGNES T. DEBAUGH.....*Assistant to Registrar*
MARY C. DONNELLY.....*Business Clerk*
EMILY A. PAYNE, A.B.....*Stenographer, Registrar's Office*
WINIFRED N. BAKER..*Clerk in Lida Lee Tall School Office*
M. KATHLEEN SMITH....*Clerk and Switchboard Operator*
LISLE H. FERGUSON, R. N.....*Resident Nurse*
SUE W. RICHARDSON.....*Manager of Book Shop*

LIBRARY

DOROTHY W. REEDER.....*Librarian*
 A.B., Susquehanna University, Selinsgrove, Pennsylvania;
 B.S., in Library Science, Drexel Institute of Technology;
 M.A., in Library Science, University of Michigan

BERNICE B. WEITZEL.....*Cataloger*
 A.B., in L.S., University of Michigan; B.S., Brigham
 Young University

MERLE YODER.....*Circulation*
 Diploma, Maryland State Normal School; Diploma in
 Library Science, Western Reserve University,
 Cleveland, Ohio; B.S., University of Maryland

MARJORIE M. MOHLHENRICH..*Faculty Reserves and Cir-
 culation*
 B.A., Goucher College; M.A., Gallaudet College, Wash-
 ington, D.C.

AFFILIATED PRACTICE CENTERS

1947-1948

Baltimore City

VIVIAN I. CORD.....*Second Grade, School No. 55*
 Diploma, State Normal School at Towson, Maryland;
 B.S. and graduate study, Johns Hopkins University

ELSIE M. ECKER.....*Second Grade, School No. 59*
 Diploma, State Normal School at Towson, Maryland;
 B.S., University of Maryland

B. OLGA TIMMONS.....*Third Grade, School No. 211*
 Diploma, State Normal School at Towson, Maryland;
 study, Johns Hopkins University

AGNES M. KERNAN.....*Third Grade, School No. 44*
 B.S., State Teachers College at Towson, Maryland

ANN WILLIAMS.....*Fourth Grade, School No. 44*
 B.S., State Teachers College at Towson, Maryland;
 graduate study, University of Maryland

JOSEPHINE TORO.....*Sixth Grade, School No. 55*
 Diploma, State Normal School at Towson, Maryland;
 study, Johns Hopkins University

SOPHIA A. LEUTNER.....*Sixth Grade, School No. 59*
Diploma, State Normal School at Towson, Maryland;
B.S., Johns Hopkins University; M.A., Teachers
College, Columbia University

BALTIMORE COUNTY
1947-1948

JOHN CHILCOAT*Lutherville Elementary School*
B.S., State Teachers College, Towson, Maryland.

IRENE SCALLY.....*Stoneleigh Elementary School*
B.S. University of Maryland

GLADYS TROYER.....*Stoneleigh Elementary School*
Diploma, State Normal School at Towson,

FACULTY COMMITTEES—1947-1948

FACULTY STANDING COMMITTEE

Dr. Scott, *Chairman*
Miss Blood
Mr. Crook

Miss Steele
Dr. Brewington
Dr. Hartley

FACULTY TRUSTEES FOR CULTURE AND STUDENT LOAN
FUNDS

Dr. Walther, *Chairman*
Miss Bersch
Miss Woodward

FACULTY SOCIAL COMMITTEE

Mrs. Fletcher, *Chairman*
Mrs. Brouwer
Mr. Guess

COMMITTEE ON ACADEMIC STANDING

Dr. Hawkins, *Chairman*
Dr. Dowell
Dr. Crabtree

Dr. Scott
Dr. Hartley
Dr. Tansil

COMMITTEE ON FACULTY MEETINGS

Dr. Hawkins, *Chairman*
Miss Blood

Dr. Dowell
Miss Hill

Dr. Hartley

CURRICULUM COMMITTEE

Miss Blood, *Chairman*
Miss Bersch
Miss Daniels

Mr. Paul West
Dr. Dowell
Dr. Moser

SERVICE COMMITTEE

Miss Yoder, *Chairman*
Dr. West
Mrs. Robinson

GLEN COMMITTEE

Miss Brown, *Chairman*
Dr. Dowell
Miss Odell

Miss Kestner
Miss Roach

COMMITTEE ON HEALTHY LIVING AND SAFETY

Dr. Dowell, *Chairman*
Miss Steele
Dr. Bulkley

Dr. Minnegan
Mr. Crook

FACULTY-STUDENT COUNCIL

Dr. Hawkins, *Chairman*
Dr. Dowell
Dr. Hartley

PARENTS' DAY COMMITTEE

Dr. Moser
Dr. Weaver
Mrs. Fletcher

Mrs. Wasson
Mr. von Schwerdtner

DIRECTOR OF CURRICULUM MATERIALS
DIRECTOR OF ASSEMBLIES
DIRECTOR OF PUBLIC RELATIONS
ADVISED TO KAPPA DELTA PI

Miss Woodward
Mr. Paul West
Dr. Tansil
Mr. Weaver

ADVISERS TO CLUBS OR SPECIAL INTEREST GROUPS

Student Government Association	Dr. Hartley, Adviser Miss Bersch, Assoc. Adviser
Student House Committee	Mrs. Fletcher
Glee Club	Miss Weyforth
Marshals	Miss Blood
Tower Light	Mr. Guess
Women's Athletic Association	Miss Roach
Art Club	Mrs. Brouwer
Natural History Group	Dr. Dowell
Student Christian Association Choir	Miss MacDonald
Student Christian Association	Mr. Paul West
Dramatic Club	Miss Hughes
Freshman Advisory Council	Dr. Moser
Men's Club	Mr. Paul West
Future Teachers of America	Dr. Scott
Civil Air Patrol	Mr. Cox
Variety Club	Mr. von Schwerdtner
International Relations Club	Dr. Walther
Varsity Club	Dr. Minnegan

GENERAL INFORMATION

The State Teachers College at Towson is a four-year college, fully accredited by the American Association of Colleges for Teacher Education and a member of the American Council on Education. The college is an integral part of the educational system of the State of Maryland. It is governed by the State Board of Education and is supported almost entirely by legislative appropriations. No tuition is charged for the teacher-education program and students pay only such fees as are used in their own activities.

FOUNDING AND EARLY HISTORY

The Maryland Legislature of 1865 passed a law establishing the Maryland State Normal School and the institution was opened on January 15, 1866. For many years it was the only institution devoted exclusively to the preparation of teachers for the public schools of Maryland.

The college had three different locations in down-town Baltimore before its removal to Towson. The one best remembered is the location at Lafayette Square where the college was housed from 1876 to 1915. The building still stands as one of the most interesting landmarks in the history of public education in Maryland.

DEVELOPMENT OF CURRICULA

From its founding in 1866 until 1931 the institution offered a two-year course for the preparation of elementary school teachers. In 1924, the Training School for Teachers in Baltimore City was closed and the education of teachers for the elementary schools of Baltimore City, as well as for the counties, became the responsibility of the Maryland State Normal School.

In 1931 the course of study was increased to three years and in 1934 to four years. The legislature of 1935 authorized the college to grant the B.S. degree and the name of the institution was officially changed to the State Teachers College at Towson.

Until 1946 the State Teachers College at Towson adhered to the single purpose for which it was founded—that of educating teachers for the elementary schools. Since this date, two additional types of education have been added. A junior college division was established in 1946 to offer two years of college work on a transfer basis.

In 1947 the college increased its offerings to include courses to prepare teachers for the rapidly expanding junior high school program of the state.

Beginning with the fall session of 1948-1949, a program will also be available for the preparation of teachers of pre-school children.

STATUS OF TEACHING IN MARYLAND

As a result of the 1947 Legislature both financial and working conditions of teachers have greatly improved. The new salary scale places the minimum salary at \$2200.00 with the maximum at \$3800.00. Ten counties and Baltimore City pay from \$100.00 to \$400.00 more than the state minimum as a beginning salary and the maximums are from \$100.00 to \$1200.00 more than the state scale.

Vacancies in positions in administration and supervision are filled by promoting experienced teachers of skill and ability who have indicated the necessary qualities of leadership and personality, as well as interest in preparing themselves through additional education.

There is at present a grave shortage of teachers for the elementary schools in Maryland. This shortage will be even greater due to two factors, one the reduction of class size which will make for improved teaching conditions, but will call for more teachers; and secondly, the increased birth rate which means that more children will be starting school for the next several years. For these reasons now is an opportune time for high school graduates who have the necessary qualifications and who are interested in teaching to consider preparation for teaching so that they may be ready to fill the vacancies in the State.

LOCATION AT TOWSON

Since 1915 the college has been located in Towson, the county seat of Baltimore County, two miles north of Baltimore City. An entirely new plant was built on the eighty-eight acre campus and the improvements added to date make a total investment of approximately two million dollars. Ideally located, the campus has beautiful lawns, athletic fields, woodland, and gardens. These offer healthful outdoors recreation and opportunity for co-ordinating classroom instruction with field study.

Though removed from the congestion of a large city the college is near enough to Baltimore for the students to share in the cultural advantages that a city of its size offers. Various institutions such as The Johns Hopkins University, The Peabody Conservatory of Music, and The Maryland Institute of Art contribute to the intellectual and social interests of the area. The musical season has unusual offerings in opera, concerts, and symphony programs. The theatre offers current stage productions of merit.

CAMPUS AND BUILDINGS

The campus of the State Teachers College at Towson is located on the York Road, one of the busy thoroughfares connecting nothern communities with Baltimore City. The buildings used for instructional, residential and other purposes are adaptations of Tudor Gothic, making them suitable for everyday working and living. Considered one of the most beautiful college campuses in this part of the country, the campus includes thirty acres of lawns and athletic fields, a woodland park area and the college farm. *THE ADMINISTRATION BUILDING* contains administrative offices, auditorium, classrooms, laboratories, reception rooms, and the library.

NEWELL HALL, named for Dr. M. A. Newell, the founder and first principal of the institution, is one of the two residence halls for women. The unit of arrangement on the first two floors is a suite of two rooms with bath. Each

room accommodates two or three students, depending upon enrollment. The third floor has the usual dormitory arrangement of group baths at the ends of the corridors.

The infirmary, well equipped, occupies one wing of the first floor of Newell Hall.

The dining room in Newell Hall accommodates all the students at meals and has a seating capacity of 500. Breakfast and lunch are served cafeteria style, but dinner is served family style. An effort is made to promote the courtesies of social living as a regular part of student life. The dining room is open to day students at lunch time.

RICHMOND HALL, named for a former principal of the school, Miss Sarah E. Richmond, adjoins Newell Hall. This dormitory is occupied chiefly by freshmen and some members of the Freshman Advisory Council. Most of the rooms accommodate two students. There are a few single rooms and a sleeping porch with adjoining dressing and study rooms. The large and attractive parlor on the first floor of this building is a center for social life on the campus.

THE GYMNASIUM, modern and completely equipped, includes a large playing floor, spectators' balcony, offices, special rooms for individual physical education work, and ample shower, locker and dressing room facilities.

THE LIDA LEE TALL SCHOOL is the laboratory school used for observation, demonstration, and the practice of teaching. The building has classrooms, offices and an auditorium. It is a six-grade elementary school attended by children of the near-by communities. It was first called the Model School, later the Campus Elementary School, and has been a recognized part of the set-up for teacher education since 1866. The school is named for Dr. Lida Lee Tall, president of the college from 1920 to 1938, and under whose administration the present building was erected.

THE SERVICE BUILDING includes the heating and power plant, engineers' offices, and the laundry. The top floor of this building, formerly used as a gymnasium, is now being used for housing men students.

THE PRESIDENT'S HOME, called "Glen Esk", is located on the nothern part of the campus. Other residences on the campus are occupied by the superintendent of buildings, the superintendent of grounds, and the gardener.

THE RECREATION AND CONSERVATION WOODLAND PARK area, known as "The Glen" contains ten acres, part woodland, that are in a continual state of development. There are trails, a natural amphitheatre, a shelter, and several fireplaces for outdoor cooking. The science department sponsors a conservation program for the protection of wild flowers and wild life in this area.

THE LIBRARY is located in the north wing of the Administration Building, on the second floor, and houses a collection of approximately 37,000 volumes, exclusive of periodicals. The books are arranged on open shelves, and are classified according to the Dewey Decimal system of classification.

The reference collection, consisting of standard dictionaries and encyclopedias, atlases, and indexes, is in the reading room on the ground floor. Here, also, are the current and back copies of the periodicals and their indexes, and the pamphlet and picture files.

A special collection of juvenile literature, for the use of students preparing for the teaching profession, is a part of the college holdings. In addition, college students are granted the privilege of using the well equipped library for children in the Lida Lee Tall School. The State Department of Education maintains a curriculum laboratory in the Administration Building, and here teachers and students may become familiar with the materials of instruction and curriculum planning.

Because the college believes that the ability to be able to use library facilities easily and quickly is very important for college students, each freshman is given a test in library comprehension. After the results have been tabulated, instruction is based on the needs as shown by this test.

The college students are fortunate in being able to use the excellent library facilities of Baltimore. Students and faculty

have access to the Enoch Pratt Free Library and its branches, the Peabody Library, the library of the Maryland Historical Society, the Maryland Diocesan Library, and the library of the Maryland Museum of Art.

RESIDENT STUDENTS

Living in the residence halls is an essential part of the educational program. Parents may be assured that their daughters and sons are in the hands of experienced and responsible institutional directors. Efforts are made to interest students in recreation and social activities as a needful supplement to study and routine. Dormitory social functions, such as picnics, class entertainments, musicals, formal dinners, teas, receptions, and dances are planned with faculty cooperation. Since social education is important to successful living, students are encouraged to take advantage of art, music, and drama opportunities in Baltimore.

Visitors are received after five in the afternoons and on Friday, Saturday and Sunday evenings. Students are expected to register their visitors as a part of the guidance program.

Parents are earnestly requested not to ask for week-end privileges away from the college for their sons and daughters oftener than once or twice a month. Students who go away too frequently miss much of their social training.

Religious interests of the students are cared for through the Student Christian Association which has carefully selected faculty advisers. Devotional exercises are held in the dormitory one morning each week and vesper services each month. Speakers are invited for these services and music is furnished by the Chimes Guild. The Christian Heritage Committee conducts Bible study classes for those interested and promotes student forums or religious questions. The college provides opportunities for students to know the clergymen of near-by churches in Towson and Baltimore so that the students may be encouraged to attend the church and Sunday-school of their choice.

Dormitory living is managed through a student government association honor system under the guidance of the Director of Student Activities. Students are encouraged in learning democratic procedures through making and enforcing dormitory regulations; matters which are regulated by the home and the college in cooperation are administered by the Director of Student Activities and the resident staff.

RESIDENCE ACCOMMODATION FOR WOMEN

The women students are housed in Newell and Richmond Halls. Priority as to room reservation is given to Maryland students who live beyond commuting distance. When space is available, out of state students and students within commuting distance may be accommodated. Students may not board in Towson or elsewhere unless the dormitories are filled to capacity.

RESIDENCE ACCOMMODATION FOR MEN

Accommodations for housing men students on the campus are limited. A temporary men's barracks has been set up in the Service Building and this, together with a few rooms in the campus cottage, houses about twenty-five to thirty students.

When the campus facilities are filled, men students may rent rooms in private homes near the college and take their meals in the college dining hall. A list of available rooms may be secured from the dormitory director. Students living off the campus assume responsibility for paying for their own rooms. Board is paid directly to the college business office.

'DORMITORY POLICIES FOR ENTRANCE AND WITHDRAWAL OF STUDENTS

Students who have reserved a room and entered the dormitory may not withdraw to become day students except for a change of residence. If vacancies occur in the dormitory during the year students may be admitted, but only at mid-year or mid-semester. Any exceptions to these rules must be passed upon by the President of the College.

WHAT A RESIDENT STUDENT SHOULD BRING AS PERSONAL PROPERTY

Each student must bring for personal use: four single sheets, one pair of blankets, pillow cases, spread, and quilted pad for bed (pad 72 by 30 inches may be purchased from the college book shop), towels and two laundry bags.

Bed linen and towels must be marked with standard markers giving full name of students.

REGULATIONS FOR ATHLETIC UNIFORMS AND EQUIPMENT FOR WOMEN STUDENTS

Women students must wear the complete gymnasium uniform for all athletics. The uniform includes suit, low white sneakers, and socks. Each freshman student will be notified about purchase of suit when application for admission has been approved.

FOR MEN STUDENTS

Men students must secure regulation uniforms consisting of shorts, sleeveless jersey, sweat pants, sweat shirt, socks, and sweater to wear for indoor and outdoor activities.

All athletic uniforms must be marked with name of owner.

A student is responsible for all athletic equipment issued to him. Loss of equipment will be charged to the breakage fee of individuals. Group charges are sometimes made.

STUDENT WELFARE

Health Service

The college maintains a complete health service with a college physician and trained nurse as full-time members of the staff. A thorough physical examination by the college physician is required of all students at the time of admission and thereafter at least once a year. Annual chest x-rays are compulsory for all students.

Prevention of disease and health education are an essential part of the health service. A student found to have a serious physical defect or chronic disease which prevents him from engaging in the required physical education courses may not continue in the teacher education program. A student is expected to correct remediable defects immediately and failure to follow the physician's instructions may jeopardize a student's status in the college. In a case of contagious disease parents are notified and are required to remove the student from the college.

Medical advice and office treatment are free to all students, but the college assumes no financial responsibility for illnesses of sufficient seriousness to require hospitalization, x-rays, or special treatment. Also, the college does not assume financial responsibility for any injury incurred on the athletic field or in any physical education class.

The Infirmary, located in Newell Hall, contains four rooms for use of boarding students. There is a special diet kitchen for the infirmary service.

Health service is given also to the pupils of the Lida Lee Tall School.

The Advisory System

At the time of entrance each student is assigned to a faculty adviser who continues in this capacity for two years. Every freshman student, therefore, has the assurance that a particular faculty member is available to help him with any problem that may arise. In addition to seeking guidance from designated faculty advisers, students are encouraged to

consult the president, classroom instructors, and the registrar on both academic and personal problems. Cumulative personnel records for all students are maintained in the registrar's office and are available to advisers and other instructors working with students.

Orientation Program For Freshmen

The first week of the fall semester is designated as Freshman Week and during the first three days only freshmen are present on the campus. During these days, activities are planned to acquaint the freshman students with the college program—studies, personnel services, student government and activities.

During this period of orientation all new students, both freshmen and transfer students, take a battery of standardized tests. The purpose of these tests is to provide useful information concerning the educational background of entering students. This information is available to faculty counselors and is employed in personal conferences with students for planning a study schedule, selection of courses, and meeting other curricular problems.

Students attend lectures by various faculty members on such subjects as use of the library, methods of study, and daily time-budgeting. Assisting in this orientation program are members of the Freshman Advisory Council, an organization of students especially selected to assist freshman students each year. As part of the orientation program there are social events planned by the Freshman Advisory Council so that the students may become acquainted with the campus and the various offerings of student organizations.

It is believed that the activities of Freshman Week make the adjustment to college life easier for the new student than he would otherwise find.

Freshman Parents' Visiting Day

During the fall semester, parents of all freshman students are invited to the college for one day. These guests of the college have an opportunity to confer with the physician,

advisers, and instructors, and thus discuss the welfare of their sons and daughters. Through these conferences, parents are given an opportunity to learn the objectives of the college program which should enable them more readily to assist their daughters and sons in making a better adjustment to college.

Assembly

College assemblies are held once each week to unify college spirit and to bring interesting and profitable programs to the college. These assemblies are considered a part of the total educational program. The planning and scheduling of assemblies come under the direction of an assembly committee composed of faculty and students. Cooperating with other colleges and the various associations in the metropolitan area, it is possible to secure outstanding speakers and artists from the fields of economics, art, music, literature and science. The assemblies are held each Tuesday at eleven o'clock and attendance is required.

College Athletics

The College provides two athletic fields, six tennis courts, a modern gymnasium, and other facilities for promoting recreational activities.

The College is a member of the Mason Dixon Conference, and the men's competitive teams include basketball, soccer, baseball, wrestling, track, and tennis. In addition to an extensive intercollegiate program a broad intra-mural program is carried out.

The women's activities, mainly intra-mural, include volleyball, hockey, basketball, archery, tennis, softball, soccer, bowling, badminton, and dancing. The culmination of the yearly athletic program for women is the competitive interclass demonstration held each spring.

The Book Shop

The college maintains a book shop where students may secure text books and all supplies needed in class work. In addition to educational supplies the book shop operates a snack bar where students may obtain light lunches.

Part-Time Employment

There is little opportunity for student employment in the college but a few students are employed each year in the library and laboratories. These opportunities are given mainly to students other than freshmen, since it is felt that freshmen should first establish themselves in the college before undertaking outside work. A large number of students have part-time jobs outside of the college, and although the college takes no initiative in securing such positions it is always ready to make contacts for students and furnish recommendations.

Placement of Graduates

The Registrar's Office offers placement services to graduates and also recommends to employers, students who withdraw before graduation. The Registrar's Office each year forwards to superintendents of schools complete records of graduates seeking positions in these locations. These records include the student's work while in the college and give a summary of the academic record and full report on student teaching.

LOANS AND SCHOLARSHIPS

"Borrowing for an Education Is a Good Investment"

There are a number of loans which are available to students whose credentials are satisfactory. A student requesting a loan should make application to the chairman of the Board of Directors of the Student Loan Fund. Letters of recommendation must be filed with the application. The student's scholastic record in college must be satisfactory.

The loans are made at a low rate of interest, and are payable on demand, but can usually be renewed until after graduation or until a student has received an appointment.

Freshmen students are eligible for the Albert S. Cook Scholarship Loan. *The Albert S. Cook Scholarship Loan for Freshmen* was established by the Maryland State Teachers Association as a tribute to Dr. Cook who retired from active service as State Superintendent of Schools, February 1, 1942. This scholarship loan is granted to a freshman student who meets the requirements for eligibility passed by the faculty committee making the award. Students should apply to the Albert S. Cook Scholarship Loan Committee, Maryland State Teachers Association, 1101 N. Calvert St., Baltimore - 2, Md.

The Sarah E. Richmond Loan Fund was established by Miss Sarah E. Richmond, who was connected with the college as student, teacher, principal, and dean of women for 55 years from its beginning. The fund has been increased by gifts from the Alumni Association. The Sarah E. Richmond Fund is the largest of all the funds and is dispensed by a special alumni committee consisting of: Miss Carrie Richardson, Mrs. Grace Carroll, and Mr. George Schludenburg. Requests for loans from this fund may be made direct to Miss Carrie Richardson, 5002 York Road, Baltimore 12, Md., or the request will be forwarded to the committee from the registrar's office.

The Reese Arnold Memorial Loan Scholarship, the *Lillian Jackson Memorial Loan Scholarship*, and the *Esther Sheel Memorial Loan Scholarship* were established by the students of the college in memory of classmates who died.

The Normal Loan Scholarship and the *Pestalozzi Loan Scholarship* were established by the Normal and Pestalozzi Societies, and the *Class of 1925 Loan Scholarship* was a gift from the senior class of that year.

The Carpenter Memorial Loan Scholarship, preferably for men, was established by Mrs. John Carpenter, of Wells-ville, New York, in honor of her husband who was greatly interested in teacher education.

The graduating classes of 1931, 1934 and 1940 gave gifts to the Student Loan Fund. These loans are called the *Eunice K. Crabtree Loan Fund*, the *Pauline Rutledge Fund*, and the *Pearle Blood Loan Fund* in honor of the honorary advisers of these classes.

In 1933 the Student Loan Fund suffered losses in the bank failures and the faculty and students give gifts to supplement the Fund. This is known as the *1933 Gift Loan Fund of Faculty and Students*.

The Daughters of the American Revolution and the Business and Professional Women's Club of Baltimore have been liberal in making loans to students. In addition to annual loans, the Daughters of the American Revolution each year awards a fifty dollar scholarship to a student recommended by the college.

The Washington County Unit of the Alumni Association gave \$100 to the loan fund in 1929 as a permanent gift and in 1935 added another \$100 to this amount. A student from Washington County is given preference when a loan from this fund is granted.

In memory of Minnie Medwedeff, a former instructor in the college, her father established an annual scholarship. This award is made to an outstanding student selected by the trustees of this fund. It is known as the *Minnie V. Medwedeff Endowment Scholarship*.

Miss Gertrude Carley was Registrar at the college from 1923 to 1931. Her family and friends presented a loan fund in her name to help worthy students. It is known as the *Gertrude Carley Memorial Fund*.

Mrs. Grace Boryer Downin, former supervisor of schools in Washington County, made a gift of one thousand dollars to the college in 1942 which is used as a loan fund for students needing financial help. This fund is known as the *Grace Boryer Downin Loan Fund*.

By the will of Mrs. J. Charles Linthicum, wife of the late Congressman J. Charles Linthicum, Maryland State Normal School, Class of 1886, the State Teachers College at Towson

became heir to a share in the income from the residue of her estate for scholarship purposes. The fund is administered by the trustees of The Helen Aletta Linthicum Scholarship Fund and is awarded at the discretion of the board on the advice of the president of the college.

LOANS:

The total amounts available for loans follow:

The Sarah E. Richmond Loan Fund.....	\$8,000.00
The Lillian Jackson Memorial Loan Fund .	50.00
Class of 1914 Scholarship Loan Fund....	135.00
The Carpenter Memorial Loan Fund (for men only)	402.00
Class of 1925 Loan Fund.....	90.00
The Reese Arnold Memorial Loan Fund..	100.00
The Martha Richmond Loan Fund.....	180.00
The Normal Literary Society Loan Fund.	100.00
Pestalozzi Loan Fund.....	100.00
General Scholarship Fund.....	175.00
Esther Sheel Memorial Loan Fund (Class of 1927)	500.00
Washington County Alumni Unit Loan Fund	200.00
Eunice K. Crabtree Loan Fund (Gift of Class of 1931)	200.00
1933 Gift Loan Fund of Faculty and Students	700.00
Pauline Rutledge Loan Fund (Gift of Class of 1934)	200.00
Gertrude Carley Memorial Fund.....	450.00
Pearle Blood Loan Fund (Gift of Class of 1940)	100.00
Albert S. Cook Scholarship Loan (For Freshmen only)	100.00
The Grace Boryer Downin Loan Fund...	1,000.00

SCHOLARSHIPS:

Minnie V. Medwedeff Scholarship (Awarded annually)	100.00 to 200.00
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Daughters of the American Revolution Scholarship (Awarded annually) .	50.00
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The Helen Aletta Linthicum Scholarships, to be awarded at the discretion of the trustees of the fund (For 1947-48) ..	\$2,000.00
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STUDENT ACTIVITIES AND ORGANIZATIONS

Participation in student activities is recognized and encouraged as a valuable part of any college program. Training for responsibility is definitely a part of the preservice education for the teaching profession and students' various activities contribute to the development of a sense of responsibility. Each student is urged to become an active member of at least one organization. Although faculty members act as advisers of the various organizations, the program of activities is administered by the students.

Students are not allowed to hold more than one major office. Education for leadership offered through holding office is therefore extended to a large group of students. Treasurers of organizations that handle money are responsible to faculty advisers and receive practical business experience.

STUDENT GOVERNMENT ASSOCIATION

Enrollment in the college makes one automatically a member of the Student Government Association. The purpose of this organization is to encourage student activities, to provide the members with training in the principles and practices of democratic government, to constitute a medium for expressing student opinion on matters of general interest, to improve and promote the social and cultural standards of the college, to promote the general welfare of the college, and to cooperate with the faculty and administration. Every member of the organization has the privilege of bringing to

the attention of the Student Government Association any matter having to do with the welfare of the students.

The Executive Board of the Student Government Association, composed of the officers of the association, class presidents, class representatives, the chairman of the marshals, the chairman of the athletic association, and faculty advisers of the association, meets at regular intervals to discuss the work of the association.

The official publication of the Student Government Association is the STUDENT'S HANDBOOK which supplies detailed information regarding life at the college, the organizations, the social calendar of the year, and other material of social value to the students.

GLEE CLUB

The Glee Club offers to students the musical training derived from choral work. Those especially talented and interested are given opportunity for small group work, for singing in trios and quartets, and for solo work.

A student who has an excellent record for attendance and who participates in the commencement program is awarded the college letter, and upon graduation is entitled to wear the Glee Club pin.

THE ORCHESTRA

Membership in the College Orchestra is open to all students who play musical instruments.

The orchestra furnishes music at assemblies and at special functions held at the college. Talented students are given opportunities for string ensemble work.

All students attending ninety per cent of the year's rehearsals and participating in commencement programs are awarded the college letter, and upon graduation are entitled to wear the Orchestra pin.

CHIMES GUILD

Members of the Chimes Guild alternate in the playing of the chimes in the college dining room. They lead in the singing of the grace and make contributions to the music for special occasions in the dormitory.

PUBLICATIONS

The Tower Light is the bi-weekly student publication of the college. Its purposes are to carry information of college activities, to provide a means for the expression of student opinion and to furnish an outlet for those students interested in writing and in newspaper editing and management.

The editor and managing editor are elected by the student body. The staff is composed of students from the four classes, chosen by the editor on the basis of interest and aptitude. All phases of publication are managed by students under the direction of a faculty adviser.

STUDENT CHRISTIAN ASSOCIATION

The Student Christian Association is a voluntary student organization. All students are eligible for membership. With the cabinet members of the association as leaders, the students conduct vespers once each month. At these services invited speakers bring their messages bearing upon the selected theme of the year. In addition, an "early-morning watch" is conducted each Tuesday morning.

ATHLETIC ASSOCIATION

Each member of the student body is a member of the Athletic Association. Its governing board consists of student officers, managers of sports, and faculty. Its purpose is to organize and conduct the intersection and interclass games for the women, the intramural games for the men, and to manage and direct the elective sports. The Athletic Association promotes interest and participation in athletics, and fosters school spirit by encouraging students to strive to win and wear the class number or the college letter.

KAPPA DELTA PI FRATERNITY

In February, 1940, a chapter of Kappa Delta Pi Fraternity was installed at the college. Kappa Delta Pi is a national honor society for students in education and has chapters in accredited teachers colleges and in schools of education at leading universities in the United States.

Students who meet the requirements for membership are elected during the junior and senior years. To be eligible for membership a student must maintain a high scholastic record in the college, possess outstanding character traits, and show a manifest interest in the field of education.

Members of the Chi Alpha Sigma Fraternity, the local honor society, which was established at the college in 1925, sponsored the installation of the national fraternity in 1940. Chi Alpha Sigma no longer elects student members but its alumni members maintain it as an active organization. Twice each year joint meetings of Chi Alpha Sigma and Kappa Delta Pi are held.

THE INTERNATIONAL RELATIONS CLUB

The International Relations Club is an organization connected with international bodies of similar names; it is sponsored by the Carnegie Endowment for International Peace. Its aims are to acquaint students with the problems and issues of the day and to promote social contacts. There are similar student groups working at Goucher College, Loyola College, and the Johns Hopkins University. Discussion groups of the International Relations Club, held semi-monthly, are frequently addressed by interesting speakers. Open forums, sponsored by the club, are occasionally held at the assembly hour. Any student or faculty member interested in international affairs may join this club.

MARSHALS

The organization of Marshals is important in assisting at all meetings of the college, both student assemblies and public functions. The services of the marshals are of special

value to the conduct of the annual June commencement exercises. Marshals are chosen each year from freshman and sophomore classes and serve throughout their attendance at the college.

NATURAL HISTORY GROUP

The Natural History Group makes use of the out-of-doors as its laboratory for information. Its purpose is to help students increase their knowledge of wild life and geological formations and in addition to aid them in finding pleasure in out-of-doors activities.

Members of the Natural History Group hold meetings each month. Saturday meetings include visits to places of biological or geological interest near Towson or Baltimore City. At the last meeting in May a trip is made to a distant place of interest to the group. Trips have been taken to the Marine Biological Laboratory at Solomons, to Sherwood Forest, and to Scientists' Cliffs, Maryland.

DRAMATIC CLUB

Students interested in dramatics may become members of the dramatic club of the college. Its purpose is to afford opportunity for expression through acting, scenery making, costuming, and play writing. The club meetings are devoted to interesting discussion of current plays, and to the informal presentation of one-act plays. Many pleasant social contacts are made through the activities of this club.

FUTURE TEACHERS OF AMERICA

The Towson Chapter of the Future Teachers of America brings to the student the motivating power of a lifelong purpose and a nationwide outlook. It is designed to develop ideals and power in the lives of its members; to enrich the spirit of college life; to advance the interests of the teaching profession; to promote the welfare of children; and to foster the education of all the people.

Any student interested in teaching is eligible for membership. The dues are two dollars each year. In return for the F.T.A. membership dues the student has a junior membership in the National Education Association and in the Maryland State Teachers Association and receives the journals of these organizations.

ALUMNI ASSOCIATION

The Alumni Association holds a number of meetings each year. Various branches of the association meet in different sections of the State and a general alumni meeting is held at the college each spring.

EXPENSES

TUITION: No tuition is charged Maryland residents who register for the Teachers College program. There is a tuition charge of \$100.00 for Maryland residents enrolled in the Junior College.

Out-of-State students pay tuition of \$200.00 per year for either the Junior College or Teachers College.

RESIDENCE COSTS:

Resident students who live *on the college campus* pay \$216.00 for room and board for the academic year. Students who live off the campus and take their meals in the college dining hall pay \$180.00 for the academic year. All expenses are payable in two equal installments on the registration day of each semester.

OTHER FEES:

Activities Fee—\$15.00 a year

Assigned to the Student Government Association Fund for class dues, student publications, athletics, dramatics, assembly programs, and other authorized projects.

Athletic Fee—\$10.00 a year

Assigned to the Athletic Association and used for athletic events and projects which benefit all students.

Breakage Fee—\$5.00

Collected from each student upon entrance. This fee is not an annual fee like the two above. It is refunded in whole or in part when the student graduates or withdraws, depending on the charges against his record.

Late Registration Fee—\$2.00

Charged to any students who registers after the date of registration named in the calendar.

SUMMARY OF EXPENSES

Maryland Residents

	Semester I	Semester II	Total Year
Activities Fee	\$15.00	—	\$15.00
Athletic Fee	10.00	—	10.00
Breakage fee, refundable—all freshmen or new students	5.00	—	\$5.00
Board and Room	108.00	108.00	216.00

Junior College Students

Tuition charge in addition to above fees	\$50.00	\$50.00	\$100.00
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Out-of-State Students

Surcharge in addition to above fees

Teachers College ..	\$100.00	\$100.00	\$200.00
Junior College	50.00	50.00	\$100.00

*Deduct \$10.00 from amount due on registration day if a room reservation fee was paid.

ROOM RESERVATION DEPOSITS

A deposit of \$10.00 is required of all applicants who desire to board at the college. This deposit should be sent with the application for admission and is deducted from the amount due upon entrance.

TRANSCRIPTS

One transcript of a student's record will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript.

COST FOR OUT-OF-STATE STUDENTS

Students who are not legal residents of Maryland who meet the admission requirements may be admitted provided there is space. There is a surcharge of \$200.00 per year in addition to fees charged to Maryland residents. Junior College students not Maryland residents pay \$100.00 in addition to the tuition charge of \$100.00.

MEDICAL REIMBURSEMENT

The college offers to its students a Medical Reimbursement plan. This plan guarantees to reimburse the parent for any medical expense which may arise from an accident in which a student is injured during the school year. The cost is \$7.50 for women and \$10.00 for men. Students desiring this medical coverage will make application at the business office.

OTHER EXPENSES

Although many of the books necessary for courses are to be found in the library and are available for student's use, a student is required to buy a number of books. These may be purchased in the college bookshop. Students are required to buy gymnasium suits for the courses in physical education.

There are few other expenses except those for personal needs, and a student may live very economically at the college. The commuting students (veterans and those under twenty-one years of age) are permitted to use car tokens and thus reduce their carfare.

REFUNDS

A student withdrawing from the college must complete the official withdrawal card and file it in the Registrar's Office before he is entitled to any refund. Refunds are made on the following basis:

Day Students

A day student who withdraws within two weeks after his initial registration is entitled to a refund of fees and if he

has paid tuition shall have refunded the tuition charged for that semester less \$10.00. After this date there is no refund of fees, and tuition is refunded only on a half-semester basis.

Resident Students

In addition to the above regulation concerning refund of fees, boarding students withdrawing will be charged for one week in excess of their residence at the college.

4. Subjects required

All applicants must have completed a well-organized curriculum totaling 16 units, including the following constants required for graduation from any Maryland public high school.

English	4 units
Mathematics	1 unit
Social Sciences, of which 1 unit must be in United States History.....	2 units
Science	1 unit
United States History	2 units
Total	16 units

5. Scholarship standards

A. The standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same. They are as follows:

County Students:

The scholarship standard set up by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least 60 per cent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students not meeting this standard may be considered for admission on the recommendation of the high school principal and the approval of the superintendent of schools.

Baltimore City Students

The agreement with the State Department of Education on the scholarship standards recommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the Teachers College is that the student must have made an average of 80 percent in the last two years of high school work. Students not meeting this average may be considered for admission on the recommen-

ERRATUM SLIP

Please note the error in numbering pages 42 and 43—these pages should be reversed.

PROFESSIONAL INFORMATION

Admission Requirements

Qualifications for the teaching profession require that those students who seek to enter that profession should possess essential physical, mental, personal, and social characteristics. In addition to the transcript of high school credits and grades, a confidential report concerning the student's personal qualifications is received from each high school. *Application for admission should be filed by May 15* prior to September when admission is desired. Provisional admission can be made on the basis of records at the end of the first half of the senior year, and applicants are notified of final acceptance only after graduation records are on file in the Admissions Office.

The specific admission requirements are given below:

1. Graduation from an approved high school

Graduation from a standard public high school or accredited non-public secondary school is required for entrance to the college.

2. Equivalence Examinations

Applicants over 19 years of age who are not graduates of approved high schools may qualify for admission by making satisfactory grades in the Equivalence examinations given through the State Department of Education. (Veterans whose high school records are not sufficiently high for entrance may qualify by passing equivalence examinations.)

3. Recommendation by the high school principal and by the superintendent of schools

Graduates from Maryland public high schools must have the recommendation of the high school principal as well as the recommendation of the superintendent in whose area the school is located. Graduates of non-public Maryland schools and out-of-state schools who are admitted must have the recommendation of the high school principal.

dation of the high school principal and with the approval of the superintendent of schools.

B. The testing programs now operating in the high schools and the freshman testing program of the college are regarded as the source of important supplementary data. Results of these tests are utilized in analyzing a student's potentialities and may serve as an additional basis for determining a student's readiness for college.

6. Health

A thorough physical examination by the college physician is required for admission.

7. Citizenship

According to a by-law passed by the State Board of Education, only citizens of the United States shall be employed in the public school system in the counties or admitted to the State teachers colleges.

8. Advanced Standing

An applicant for advanced standing who presents a record of honorable dismissal from the last college attended may be allowed credit for college work completed in so far as the work approximates courses offered in the teachers college. No transfer credit will be allowed for courses in which the applicant has made D grades. The advanced standing is provisional until the student has established a satisfactory record in the college.

A transfer student must earn the last year of credit (thirty or thirty-two semester hours) at the teachers college granting the degree. If the student has been graduated from a two or three-year curriculum at one of the Maryland state teachers colleges the residence requirement may be reduced to one semester.

9. Transfers from one Maryland Teachers College to another

A student having entered one of the State teachers colleges may not transfer from one college to another except

by written permission from the state superintendent of schools after the request has been acted upon by the State Board of Education. A student with failures will not be considered for transfer.

10. The Pledge to Teach in the State of Maryland

Every student applying for admission to the teacher-education program is required to sign the pledge to teach two years in Maryland immediately following graduation.

REGISTRATION

Registration dates are shown on the college calendar. Students are responsible for their registration and are not permitted to attend classes without having properly registered.

CHANGE OF COURSE OR SCHEDULE

Courses changed after registration must be approved by the instructor or instructors of the courses involved and the Registrar. No change may be made after the first week of classes unless for reasons outside of the student's control.

WITHDRAWALS

No withdrawal is official without the student completing the official withdrawal card and filing it with the Registrar's Office.

STUDENT LOAD

The normal student load is sixteen semester hours of credit per semester. Freshman and sophomore students in the teacher-education program will register for 16 hours each semester. Junior and senior students may register for 17 credit hours but no student may carry a program in excess of 17 hours without special permission from the Academic Standing Committee.

ATTENDANCE AND PUNCTUALITY

Regular attendance in classes is essential to good work, and a careful record is kept of all class absences and tardinesses. Three tardinesses are considered equivalent to one absence, and absences before or after a holiday are counted double. Unexcused absences will lower the grade in a class. Attendance records are carefully considered by the Committee on Academic Standing and a poor attendance record is considered in the elimination of a student.

No student may be excused from taking the final examination according to the official schedule except in the case of illness or other legitimate and approved reasons. In case of illness, a doctor's certificate must be presented. Failure to take a final examination constitutes a failure in the examination. Students who are excused by a doctor's certificate, or for other approved reasons, will be permitted to take the examination missed which will be arranged through the Registrar's Office at the convenience of the instructor.

CLASSIFICATION OF STUDENTS

Class rank is based upon the number of semester hours earned by a student as follows: Freshmen, 0-30 semester hours; Sophomores 30-60 semester hours; Juniors, 60-90 semester hours; Seniors above 90 semesters hours.

MARKING AND POINT SYSTEM

A seven-point grading system is used and the following grades indicate the quality of work. A, B, C +, C, C-, D, F, Incomplete. "D" is passing but represents work of poor quality and "D" grades are not transferrable. "F" means a failure and carries no credit. "I" or Incomplete given at the end of any semester must be removed within three weeks following the close of the course and unless satisfactorily completed, becomes a failure.

The academic average of a student is determined by weighting the grades received in individual courses and dividing by the total credit load. The following numerical values are attached to the grades.

A - 7	C minus - 3
B - 6	D - 2
C plus - 5	F - 1
C - 4	Inc. - 0 - until removed

A semester average and a cumulative average are given to each student at the end of each semester.

STANDARDS OF WORK REQUIRED

1. A student must remain an academic average of 3.5 or above to be in good standing in the college.
2. Failure in a subject makes it necessary for a student to remain longer in the college unless the Committee on Academic Standing grants permission to attend a summer session and transfer this credit to the college.
3. The complete records of students are reviewed by the Committee on Academic Standing at the close of each semester and both academic and personality development are considered in this action. A student failing to make an average of "C" in any semester is placed on probation and must make an average of at least 3.5 by the close of the following semester or he is asked to withdraw. If at any time the Academic Standing Committee feels that a student does not demonstrate the personal qualifications necessary for teaching, he may be asked to withdraw.
4. To be eligible to hold a major office in any student organization or to represent the college as an official delegate a student must have a cumulative average of 4.0 or above.

ADMISSION TO PROFESSIONAL COURSES AND STUDENT TEACHING

A student is not permitted to enter the professional courses of the junior year if he has failures in required aca-

demic courses, if he has less than a 3.5 average, or if he has an excess of twenty-per cent of "D" grades. A delay in entering the professional courses usually means a longer time in the college.

A student who makes more than one "D" grade in any one semester of the professional courses preceding student teaching will not be permitted to enter student teaching and is usually advised to withdraw. If permitted to remain in the college he must take an additional semester of work before entering student teaching.

GRADUATION REQUIREMENTS

To be eligible for graduation a student must have satisfied the speech requirement, must have a cumulative average of 3.5 or above and must have secured a mark of C-or above in student teaching. He must have earned a total of 128 semester hours of credit and must satisfy the course requirements of the curriculum he elects to follow. A residence requirement of one year with at least 30 semester hours of credit is obligatory.

CERTIFICATES

Each graduate of the State Teachers College is eligible to receive a Bachelor of Science Certificate in Elementary or Junior High School Education from the State Department of Education. This certificate is valid for teaching throughout the counties of the State for three years and is renewable upon evidence of successful experience and professional spirit.

Graduates who wish to teach in Baltimore City must take the professional examinations, the successful completion of which places them on the eligible list to teach in the elementary grades and junior high schools of the Baltimore City system. This Civil Service plan is part of the City Charter and dates from 1898.

VETERAN STUDENTS

Under Public Law 346 or Public Law 16, Veterans may study at the State Teachers College at Towson, in either the

teacher education or junior college division. Close contact is maintained between the Veterans Administration and the college through the Registrar's Office and veterans are given all assistance possible in the completion of papers necessary to insure complete registration and prompt subsistence payments.

Veterans are routed to the college through various guidance centers and in turn the college may refer the veterans to various Veterans Administration offices for special testing or counseling.

A veteran, to be registered as a veteran, must present his Certificate of Eligibility to the Registrar's Office.

PROFESSIONAL LABORATORY EXPERIENCES

Professional laboratory experiences are an integral part of the total program of teacher education. During the freshman year each student is registered in an orientation course which is developed cooperatively by the instructors in education and the academic departments. This course is designed to acquaint the student with the role of the teacher in public education. In the psychology courses of the sophomore year, emphasis is placed upon understanding the growth and development of children and youth of varied socioeconomic backgrounds and of varied abilities. In the junior year, students have opportunities to observe and share, to some extent, the major activities of the teacher in and outside of the classroom. In the junior or senior year a semester of full-time student teaching is provided in the public elementary or junior high schools.

THE TEACHER EDUCATION CURRICULUM

The curriculum of a teachers college should include courses of a general nature, designed to produce a cultured, well-informed citizen. It should include also professional courses designed to give students some competence in the field of working with children. And finally it should include opportunities for students to spend considerable time in typical school classrooms, first observing, then participating, and finally assuming complete responsibility for the direction of a classroom.

At Towson, approximately three fourths of the course offerings are in the field of general education comprising those studies which should be the equipment of a mature, educated person. The other one-fourth are in the field of professional education, divided approximately between courses, as such, and experiences in typical classrooms.

Teachers work above all with other human beings. They need, therefore, to have a thorough knowledge of pupils as immature but maturing individuals. They must have an understanding of the great bodies of scientific knowledge about human development — both physical and mental — which modern science has made available. They must also have an understanding of the physical and human resources in that world. They will gain this understanding both through a study of the current world and a study of man's progress through the ages. They should have broad experiences in the fields of art, music, and literature, both for their own enjoyment and satisfaction and for gaining facility in developing such satisfactions in others. They should have competency in the use of language and an understanding of the basic mathematical concepts.

The sciences, the arts, the social studies, and the humanities, constitute the basis of a well-rounded college education for any one living in today's world. For the teacher they are doubly important because the teacher needs them not only for personal satisfaction and adjustment but because of the teacher's responsibility to help maturing individuals to find their place in the world.

COURSE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN ELEMENTARY SCHOOL EDUCATION

PRESCRIBED COURSES

		<i>SEMESTER HOURS</i>
<i>ART</i>		6 hours
Art 103: Fundamentals of Design.....	3 hours	
Art 203: Fine and Industrial Arts.....	3 hours	
<i>ENGLISH</i>		18 hours
English 102-103: Composition and Contem- porary Literature	6 hours	
English 222: Fundamentals of Speech.....	3 hours	
English 204-205: English Literature	3 hours	
English 207: American Literature	3 hours	
<i>HEALTH AND PHYSICAL EDUCATION</i>		9 hours
Health Education 201: Personal Health.....	3 hours	
Physical Education 101-302:	6 hours	
<i>MATHEMATICS</i>		3 hours
Mathematics 102: General Mathematics	3 hours	
<i>MUSIC</i>		6 hours
Music 103: Music Appreciation	3 hours	
Music 203: Music Fundamentals	3 hours	
<i>PSYCHOLOGY</i>		6 hours
Psychology 205: Human Growth and Develop- ment	3 hours	
Psychology 206: Problems of Adjustment..... (Child Psychology)	3 hours	
<i>SCIENCE</i>		12 hours
Science 101-102: Biological Science.....	6 hours	
Science 203-204: Physical Science	6 hours	
<i>SOCIAL SCIENCES</i>		24 hours
Geography 103-104: Elements of Geography..	6 hours	
History 201-202: History of Western Civiliza- tion	6 hours	
History 402-403: History of the United States.	6 hours	
Electives	6 hours	

EDUCATION

33 hours

Education 302: The Child and His Curriculum	12 hours
Education 401: Children's Literature	3 hours
Education 331: History of Education.....	2 hours
Education 303, 404: Directed Teaching.....	16 hours

ELECTIVES

11 hours

TOTAL

128 hours

TYPICAL PROGRAM FOR STUDENTS IN ELEMENTARY SCHOOL EDUCATION

FRESHMAN YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Wks.	Cr.		Hrs.	Wks.	Cr.
English 102	3	18	3	English 103	3	18	3
Geography 103	3	18	3	Geography 104	3	18	3
Science 101	4	18	3	Science 102	4	18	3
Education 100	1	18	0	Education 100	1	18	0
Mathematics 102	3	18	3	Art 103	4	18	3
Music 103	3	18	3	Health 201	4	18	3
Physical Educ. 101	2	18	1	Physical Educ. 102	2	18	1
	<hr/>		<hr/>		<hr/>		<hr/>
	19		16		21		16

SOPHOMORE YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Wks.	Cr.		Hrs.	Wks.	Cr.
English 204	3	18	3	English 205	3	18	3
Science 202	4	18	3	Science 203	4	18	3
History 201	3	18	3	History 202	3	18	3
Psychology 205	3	18	3	Psychology 206	3	18	3
Art 203	4	18	3	Music 203	3	18	3
Physical Educ. 201	2	18	1	Physical Educ. 202	2	18	1
	<hr/>		<hr/>		<hr/>		<hr/>
	19		16		18		16

JUNIOR YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Wks.	Cr.		Hrs.	Wks.	Cr.
*Education 302	13	18	12	Education 303,			
English 222	3	18	3	404—Student			
Physical Educ. 301	2	18	1	Teaching	25	18	16
	<hr/>		<hr/>		<hr/>		<hr/>
	18		16		25		16

*This semester is organized as an inter-departmental seminar. Students observe demonstration teaching, visit various types of schools and through coordinating activities and seminar discussions prepare for the student teaching experience that follows this semester's work.

SENIOR YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Wks.	Cr.		Hrs.	Wks.	Cr.
History 402	3	18	3	History 403	3	18	3
Education 401	3	18	3	English 307	3	18	3
Social Science				Education 331	2	18	2
elective	3	18	3	Electives (2)	5-6	18	5-6
Electives (2)	6	18	6	Social Science			
Physical Educ. 401	2	18	1	elective	3	18	3
	<hr/>		<hr/>		<hr/>		<hr/>
	17		16		16-17		16-17

COURSE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN JUNIOR HIGH SCHOOL EDUCATION

PREScribed COURSES

	SEMESTER HOURS
<i>ART</i>	6 hours
Art 103: Fundamentals of Design.....	3 hours
Art 203: Fine and Industrial Arts.....	3 hours
<i>ENGLISH</i>	18 hours
English 102-103: Composition and Contem- porary Literature	6 hours
English 222: Fundamentals of Speech.....	3 hours
English 204-205: English Literature	6 hours
English 207: American Literature	3 hours

<i>HEALTH AND PHYSICAL EDUCATION</i>		9 hours
Health Education 201: Personal Health.....	3 hours	
Physical Education 101, 302:	6 hours	
<i>MATHEMATICS</i>		3 hours
Mathematics 102: General Mathematics	3 hours	
<i>MUSIC</i>		3 hours
Music 103: Music Appreciation	3 hours	
<i>PSYCHOLOGY</i>		6 hours
Psychology 205: Human Growth and Develop- ment	3 hours	
Psychology 207: Problems of Adjustment.... (Adolescent Psychology)	3 hours	
<i>SCIENCE</i>		12 hours
Science 101-102: Biological Science.....	6 hours	
Science 203-204: Physical Science	6 hours	
<i>SOCIAL SCIENCES</i>		24 hours
Geography 103-104: Elements of Geography..	6 hours	
History 201-202: History of Western Civiliza- tion	6 hours	
History 402-403: History of the United States.	6 hours	
Electives	6 hours	
<i>EDUCATION</i>		33 hours
Education 305: The Adolescent and His Curriculum	12 hours	
Education 401: Children's Literature	3 hours	
Education 331: History of Education.....	2 hours	
Education 303, 404: Directed Teaching.....	16 hours	
<i>ELECTIVES</i>		14 hours
TOTAL		128 hours

TYPICAL PROGRAM FOR STUDENTS IN JUNIOR HIGH SCHOOL EDUCATION FRESHMAN YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Wks.	Cr.		Hrs.	Wks.	Cr.
English 102	3	18	3	English 103	3	18	3
Geography 103	3	18	3	Geography 104	3	18	3
Science 101	4	18	3	Science 102	4	18	3
Education 100	1	18	0	Education 100	1	18	0
Mathematics 102	3	18	3	Music 103	3	18	3
Art 103	4	18	3	English 222	3	18	3
Physical Educ. 101	2	18	1	Physical Educ. 102	2	18	1
	<hr/>		<hr/>		<hr/>		<hr/>
	20		16		19		16

SOPHOMORE YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Wks.	Cr.		Hrs.	Wks.	Cr.
English 204	3	18	3	English 205	3	18	3
History 201	3	18	3	History 202	3	18	3
Science 202	4	18	3	Science 203	4	18	3
Health 201	4	18	3	Psychology 205	3	18	3
Art 203	4	18	3	Social Science elective	3	18	3
Physical Educ. 201	2	18	1	Physical Educ. 202	2	18	1
	<hr/>		<hr/>		<hr/>		<hr/>
	20		16		18		16

JUNIOR YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Wks.	Cr.		Hrs.	Wks.	Cr.
History 402	3	18	3	History 403	3	18	3
Psychology 207	3	18	3	*Education 305	12	18	12
English 307	3	18	3	Physical Educ. 302	2	18	1
Social Science elect.	3	18	3				
Electives	3	18	3				
Physical Educ. 301	2	18	1				
	<hr/>		<hr/>		<hr/>		<hr/>
	17		16		17		16

*This semester of work is organized as an inter-departmental seminar. Students observe demonstration teaching and visit various junior high schools and through coordinating activities and seminar discussions prepare for the student teaching experience that follows this semester's work.

SENIOR YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Wks.	Cr.		
Education				Education 401	3
303, 404 Student				Education 331	2
Teaching	25	18	16	Social Science	
				elective	3
				Electives	
				(3)	8-9
	<hr/>		<hr/>		<hr/>
	25		16		16-17
					<hr/>
					16-17

JUNIOR COLLEGE PROGRAM

The junior college program has been in operation since September 1946. The program was begun especially for veterans who were unable to enter senior colleges in Maryland due to crowded conditions. Non-veterans have been admitted from the beginning and these numbers are becoming larger as veterans complete the two years and transfer to other institutions.

The curriculum of the junior college is a two year liberal arts program planned for transfer purposes. The curriculum provides background courses which will enable students at the end of two years to enter any of the several professional fields such as pre-law, pre-nursing, journalism, business administration, and other non-technical professions. Students interested in teaching in senior high school may take two years of work in the junior college and transfer to other colleges in the state to prepare for teaching the subject of their choice. Junior college students who decide they wish to teach in the elementary or junior high schools may apply for transfer to the teacher-education program. All such transfers must be approved by the Faculty Committee on Academic Standing.

Junior college students are given assistance in choosing courses that will meet the prerequisites of the professions they wish to enter. Catalogs of various colleges are available for students' and advisers' use. The program listed below will indicate sequence of courses and is a typical program.

JUNIOR COLLEGE CURRICULUM

FRESHMAN YEAR

Hours Credit

English —	Composition and Literature....	6
Science —	Biology, Chemistry or Physics..	8
History —	European or American.....	6
Modern Languages—	French, German or Spanish....	6
Physical Education—	Athletics	2
Electives		6

College Algebra, Trigonometry
Business Mathematics, Sociology,
Economics, Political Science,
Economics, Speech, Art, Music, etc.

34

SOPHOMORE YEAR

English —	Survey of English Literature...	6		
*Science —	Biology, Chemistry or Physics..	8		
History —	European or American.....	6		
Modern Languages—	French, German or Spanish....	6		
Physical Education—	Athletics	2		
Electives		6	or	14

College Algebra, Trigonometry,
Sociology, Political Science,
Government of Other Countries,
Shakespeare, American Literature,
Modern Drama, Modern Novel, Art,
Music, etc.

32 or 34

*A student not wishing to take a second year of Science may choose sufficient electives to make a full program.

COURSES OF INSTRUCTION

Numbering of Courses

Courses are numbered according to the following scheme.

Courses numbered 100-199 inclusive are primarily for freshmen.

Courses numbered 200-299 inclusive are primarily for sophomores.

Courses numbered 300-399 inclusive are primarily for juniors.

Courses numbered 400-499 inclusive are primarily for seniors.

ART

Mrs. Brouwer

Mrs. Robinson

The art courses provide students with the means for self-expression and evaluation based on critical judgment. The use of the materials of art contributes to growth of appreciation and stimulates cultural pursuits in the field of the space arts. Museum visits supplement campus activities.

Required Courses

ART 103—FUNDAMENTALS OF DESIGN

4 hours per week. (Credit 3 hours.)

A study of the space arts from the point of view of balance, proportion, rhythm, and harmony. The course aims to develop an understanding of composition and design as expressed in several art materials.

Art 203—FINE AND INDUSTRIAL ART

4 hours per week. (Credit 3 hours.)

The object of this course is to develop competence in art expression. Practice is given in applying art principles to the everyday problems of home and community living. The evolution of representative art forms from primitive times

to the present will be considered, so that students may gain a knowledge of the history of art and develop an interest and understanding of art in its relation to the present.

Elective Courses

ART 310—WORKSHOPS IN HANDICRAFTS

4 hours per week. (Credit 3 hours.)

Materials and their uses in the special fields of the crafts. Develops skills and techniques in the use of clay, paint, metal and fiber for camp and playground handicrafts.

ART 412—DESIGN AS IT FUNCTIONS IN CLASSROOM ACTIVITIES

4 hours per week. (Credit 3 hours.)

Design of costumes, theory and practice of lighting and simple school assembly problems will be worked out. Equipment that will facilitate dramatizations in elementary schools will be made and demonstrated.

PRACTICUM IN ART INSTRUCTION

2 hours per week. (Credit 1 hour.)

Credited as Education 302-6b. Course description on page 63.

EDUCATION

Miss Bersch

Dr. Crabtree

Dr. Hartley

Dr. Moser

Dr. Scott

Miss Steele

Mr. Weaver

Dr. West

Miss Woodward

The teacher education program is planned to provide many opportunities for students to work with and study children. In psychology they study the needs, interests, and abilities of one or two groups of children. During the junior and senior years the study of children is continued and broadened to include experiences in observing and teaching different age groups in several schools. In addition, students study and evaluate the contributions of research in teaching.

As students acquire a rich background in the social and natural sciences and the arts, and gain skill in the use of language, they learn to make these function in their teaching.

By the end of the freshman year, students will be expected to elect either the elementary school, or the junior high school program in education.

Required Courses For Elementary Education

EDUCATION 100—ORIENTATION IN MODERN EDUCATION
1 hour per week for two semesters. (No Credit.)

Freshman students become acquainted with the program and practices in modern public elementary and junior high schools by observing children and teachers at work, by reviewing movies and film strips, and by hearing instructors and visiting speakers discuss current trends in education.

EDUCATION 302—THE CHILD AND HIS CURRICULUM
13 hours per week. (Credit 12 hours.)

An experience planned and directed by the staff to help prospective teachers see life in the school in its relation to the physical, mental, emotional, and social development of children of elementary school age.

The underlying principles of teaching and learning are developed through observation and participation in the work of the laboratory schools. Study of the activities of children is supplemented by reading and discussion. Experiences with children are interpreted in the light of scientific findings in child development.

Special consideration is given to the importance of the language arts. Observations are made at the various learning levels, to enable the students to study the development of skills and to understand the importance of reading and language in the curriculum.

This professional experience will be directed through four courses in teaching: Teaching Science, Teaching the Social Studies, Teaching Mathematics, and a Practicum in Art, Music, or Physical Education Instruction. These courses

will be coordinated through two courses: — Expression through the Language Arts, and The Elementary School Curriculum.

EDUCATION 302-1—SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

2 hours per week. (Credit—Part of 12 hour course.)

Designed to furnish each student with a background of information upon which he may draw in assisting elementary school pupils to interpret trends in modern life. Provides an opportunity for experience in locating, organizing, synthesizing, and interpreting fundamental social information. Considers possible approaches to social studies on the elementary school level.

EDUCATION 302-2—SCIENCE IN THE ELEMENTARY SCHOOL

2 hours per week. (Credit—Part of 12 hour course.)

Emphasis in this course is directed toward helping students realize the significance of science for the elementary school child and what it can contribute toward his development. Criteria for selecting science experiences for children, for curriculum construction, and for evaluating the results of these experiences are built up as students observe children at work.

EDUCATION 302-3—ARITHMETIC IN THE ELEMENTARY SCHOOL

2 hours per week. (Credit—Part of 12 hour course.)

Includes kinds of arithmetic; the nature of meaning in arithmetic; core mathematical ideas running through elementary mathematics; research findings in the teaching of arithmetic; organization of units of instruction; evaluation of pupil progress.

EDUCATION 302-4—LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 hours per week. (Credit—Part of 12 hour course.)

A study of the language needs and abilities of children in the elementary school. Experiences which develop children's abilities to use language more effectively in reading, writing, speaking, and listening are evaluated in the light of scientific

findings and modern practice. Emphasis is placed upon reading instruction with opportunities for observing children's reading, and oral and written expression.

EDUCATION 302-5—THE ELEMENTARY SCHOOL CURRICULUM

2 hours per week. (Credit—Part of 12 hour course.)

Effort is directed toward understanding the values and needs of our society, the developmental tendencies and tasks of children, the organization and sequence of activities in the elementary school curriculum, and principles of teaching and learning.

PRACTICUMS

Miss MacDonald

Miss Daniels

Mrs. Brouwer

All students in elementary education are required to take one practicum. They may elect art, music, or physical education. Credit of 1 hour will be given in the 12 hour course.

EDUCATION 302-6a—PRACTICUM IN MUSIC INSTRUCTION

2 hours per week. (Credit 1 hour.)

A course designed to acquaint students through observation and practice in the classroom, with children's needs, capabilities, and responses in music education. Students participate in planning, teaching and evaluating lessons in the primary and intermediate grades of the Lida Lee Tall School.

EDUCATION 302-6b—PRACTICUM IN ART INSTRUCTION

2 hours per week. (Credit 1 hour.)

Students are given practice in planning and teaching art in a primary and in an intermediate grade, and work with the instructor in classroom and workshop where the art problems are planned and developed. Discussion periods for evaluation are arranged and special demonstrations are given when the need arises. Means of obtaining art materials, and their preparation and care are given attention.

EDUCATION 302-6c—PRACTICUM IN PHYSICAL EDUCATION
INSTRUCTION

2 hours per week. (Credit 1 hour.)

Students have opportunity to observe and participate in the teaching of physical education in several grades of the Lida Lee Tall School. One class session each week is devoted to planning and preparation for teaching, and the following session to carrying out the plans with the children.

*Required Courses For Elementary And Junior High
School Education*

EDUCATION 303 and 404—DIRECTED TEACHING

25 hours per week. (Credit 16 hours.)

Students have teaching experience in centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the elementary grades or junior high schools; and to engage in all other activities for which regularly employed teachers are responsible.

Individual and group conferences with teachers and supervisors afford guidance to students in selecting, organizing, and interpreting materials which further the total educative process according to the nature of the learner.

EDUCATION 331—HISTORY OF EDUCATION

2 hours per week. (Credit 2 hours.)

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

EDUCATION 401—CHILDREN'S LITERATURE

3 hours per week. (Credit 3 hours.)

This course is designed to arouse and satisfy a genuine interest in children's books apart from school textbooks, to aid the student to obtain a better working knowledge of this literature, and to increase his awareness of degrees of excellence in content and form.

Education 401-1. Required of students who elect elementary school education.

Education 401-2. Required of students who elect junior high school education.

Required Courses For Junior High School Education

EDUCATION 305—THE ADOLESCENT AND HIS CURRICULUM
15 hours per week. (Credit 12 hours.)

The two basic courses, The Junior High School Curriculum and Language Arts in the Junior High School, are required of all students who select the junior high school education program. For the remaining six hours of credit students will choose two of the following courses:

Education 305-3—Science in Junior High School—
3 hours per week.

Education 305-4—Social Studies in Junior High
School—3 hours per week.

Education 315—Audio-Visual Materials and Methods of Instruction—3 hours per week.

Observations in junior high schools are scheduled as a part of the weekly program of students in the Education 305 courses.

EDUCATION 305-1—THE JUNIOR HIGH SCHOOL CURRICULUM

3 hours per week. (Credit—Part of 12 hour course.)

The topics emphasized are: purposes of education, curriculum development and organization, nature of the junior high school program and educational experiences, group planning and work, and principles of teaching and learning.

EDUCATION 305-2—LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL

3 hours per week. (Credit—Part of 12 hour course.)

This course deals with the communication of ideas in the junior high school curriculum. It includes reading, composition, penmanship, spelling, library usage, and work-study-skills. Oral communication is concerned with speaking and with listening, observing, and thinking; written communication with reading and writing; the selection and use of resources of communication with research, study, and library practices.

EDUCATION 305-3—SCIENCE IN THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit—Part of 12 hour course.)

The emphasis of this course is directed toward helping prospective teachers realize the possibilities of utilizing general science materials in meeting the needs of junior high school pupils. The material and methods employed are considered in relation to the physical, mental, emotional, and social development of children of this level. Various types of curriculum organization are considered; sets of textbooks and reference materials are analyzed as to their appropriateness; and experiences are provided in trying out curriculum materials which are developed by the class.

EDUCATION 305-4—SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit—Part of 12 hour course.)

Consideration of current curriculum trends in the social studies; materials, methods and activities and their organization for classroom use. The special methods applicable to the teaching of history, geography and citizenship are studied as well as integration, correlation and the core program.

Elective Courses

EDUCATION 311—PRIMARY PRINCIPLES AND MATERIALS
3 hours per week. (Credit 3 hours.)

An analysis is made of the home influences, school environment, and personal interests of children in the primary grades. Characteristic problems of physical well-being, intellectual growth, and character development are considered. Criteria for organizing and evaluating experiences gained through school activities, excursions and units of subject matter are developed.

EDUCATION 315—AUDIO-VISUAL MATERIALS AND METHODS OF INSTRUCTION
3 hours per week. (Credit 3 hours.)

Methods for vitalizing learnings through the use of pictures, school trips, realia, motion pictures, radio, records and transcriptions. Experience is afforded in the location of materials, operation of apparatus, preparation of pupil and teacher-made tools of learning and presentation of concrete materials.

EDUCATION 322—PHYSICAL EDUCATION ACTIVITIES FOR
THE JUNIOR HIGH SCHOOL

3 hours per week. (Credit 3 hours.)

Course description on page 73.

EDUCATION 323—MUSIC IN THE JUNIOR HIGH SCHOOL

3 hours per week. (Credit 3 hours.)

Course description on page 79.

EDUCATION 420—PHYSICAL EDUCATION IN THE ELEMEN-
TARY SCHOOL

3 hours per week. (Credit 3 hours.)

Course description on page 73.

EDUCATION 430—MUSIC IN THE ELEMENTARY SCHOOL—
ADVANCED COURSE

3 hours per week. (Credit 3 hours.)

Course description on page 79.

EDUCATION 432—PHILOSOPHY OF EDUCATION

3 hours per week. (Credit 3 hours.)

This course will acquaint the student with the cultural philosophies and provide some basis for organization of the student's own philosophy of life and education.

ENGLISH

Dr. Brewington

Mr. Guess

Dr. Crabtree

Miss Hughes

Mr. West

The English program provides the student with experiences in the appreciation of literature, present and past, and affords opportunities for self-expression in written and spoken forms. Through these courses the student is aided in his understanding of human beings, his search for truth and beauty, and his ability to participate in the thought life of the world. The specific offerings are planned to contribute to the young teacher's ability in communication, cultural and social development, and to his growth in self-realization.

Required Courses

ENGLISH 100—CORRECTIVE SPEECH

2 hours per week. (No college credit.)

Teachers college students who have defective speech are required to take this course and pass it before being recommended for graduation.

ENGLISH 102-103—COMPOSITION AND CONTEMPORARY LITERATURE

3 hours per week for two semesters. (Credit 6 hours.)

This course utilizes the close relationship among reading, talking, and writing and is designed to give the student an understanding of principles of composition as illustrated by contemporary writers. English activities involving both oral and written expression provide opportunity for application of these principles. Excellent models of many types and forms of writing are studied, including: novel, biography, play, short story, poetry, and essay. Attention is given to improving techniques of reading.

ENGLISH 222—FUNDAMENTALS OF SPEECH

3 hours per week. (Credit 3 hours.)

Required of all teachers college students in the freshman or sophomore year. Emphasizes the sounds of spoken language, the principles and practice of public speaking, and the art of oral reading.

ENGLISH 204, 205—ENGLISH LITERATURE

3 hours per week for two semesters. (Credit 6 hours.)

In this course English literary history is presented through a detailed study of representative writings and great writers. Literature from Beowulf through Sheridan and from the Romantics to the present day is included. Attention is given to types of literature and to dominant trends in movements, and social and literary philosophies.

ENGLISH 307—AMERICAN LITERATURE

3 hours per week. (Credit 3 hours.)

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent move-

ments and writers from the pre-Revolutionary papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

Elective Courses

ENGLISH 309—DRAMA FROM AESCHYLUS TO IBSEN.

3 hours per week. (Credit 3 hours.)

Traces the development of the dramatic form from the ancient Greek period through successive movements in Italy, France, England, Germany and Spain. Representative plays of each nation are studied.

ENGLISH 310—THE ENGLISH ROMANTIC POETS.

3 hours per week. (Credit 3 hours.)

A study of the poetry of Wordsworth, Coleridge, Bryon, Shelley, and Keats and the philosophical, æsthetic, and social ideas of their time.

ENGLISH 311—THE ORAL INTERPRETATION OF LITERATURE

3 hours per week. (Credit 3 hours.)

Introduces the student to the general principles of oral reading and to the art of interpretation in poetry, drama, and the short story. Enrollment for the class is limited.

ENGLISH 312—SHAKESPEARE

3 hours per week. (Credit 3 hours.)

Plays from Shakespeare's great tragedies, histories, and comedies are studied with collateral readings of related works. Gives attention to the most interesting features of the Elizabethan stage and drama.

ENGLISH 313—CREATIVE WRITING

3 hours per week. (Credit 3 hours.)

This course is concerned with the art of imaginative expression. Requires writing in the essay and the short story but encourages work in any creative form. Registration for this course requires the permission of the instructor.

ENGLISH 314—ELEMENTS OF STAGECRAFT

3 hours per week. (Credit 3 hours.)

Introduces the student to the skills and techniques of dramatic production—directing, costume, make-up, construction of stage settings, and lighting. Practice in the pro-

duction of one-act plays by the college dramatic club is a part of the requirement of the course.

ENGLISH 319—CONTEMPORARY POETRY

3 hours per week. (Credit 3 hours.)

Includes the significant movements and the important contemporary poets of England and America. Provides the student with an adequate understanding of the poetic thought of his own time.

ENGLISH 320—CONTEMPORARY NOVEL

3 hours per week. (Credit 3 hours.)

A study of the trends in subject matter and technique of the twentieth century novel. Major emphasis is upon the important British and American novelists since 1914.

ENGLISH 321—CONTEMPORARY DRAMA

3 hours per week. (Credit 3 hours.)

Deals with the best contributions to the drama written by American and English playwrights in the last twenty years. Special attention is given to the growth of the little theatre and the development of the one-act play.

ENGLISH 409—NINETEENTH CENTURY PROSE

3 hours per week. (Credit 3 hours.)

A study of the work of the major English prose writers of the Romantic and Victorian periods. Study centers upon each writer as representative of the important literary, social and political movements of his time.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 hours per week.

Credited as Education 302-4. Course description on page 62.

LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL

3 hours per week.

Credited as Education 305-2. Course description on page 65.

CHILDREN'S LITERATURE

3 hours per week. (Credit 3 hours.)

Credited as Education 401-1 or 401-2. Course description on page 64.

HEALTH AND PHYSICAL EDUCATION

Dr. Bulkley
Miss Daniels

Dr. Minnegan
Miss Roach

Dr. Dowell

The Health and Physical Education courses deal with the basic needs of the human organism for healthy growth and development. The courses stress not only the responsibility of the individual for maintaining his own health and contributing to that of others, but also the function of the teacher in influencing and guiding pupils in healthy living.

The physical education program provides for the development of skills and understandings for satisfying participation in sports and intelligent spectatorship, and development of interest in active outdoor recreation.

Required Courses

PHYSICAL EDUCATION 101-102-201-202-301-302—FRESHMAN, SOPHOMORE, AND JUNIOR YEARS

2 hours per week. (Credit 6 hours.)

These courses provide an introduction to physical education activities, and are planned to give the student a foundation for using them intelligently, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and an understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

INDIVIDUAL GYMNASTICS

The Physical Education program includes work in individual gymnastics for all students. Conferences are by appointment and attendance is required. Both individual and group conferences are held and the student has opportunity to discuss his individual problems. The work continues until the student shows progress in understanding and demonstration of good posture. This is part of the course 101-302.

HEALTH EDUCATION 201—PERSONAL HEALTH
4 hours per week. (Credit 3 hours.)

Elements of anatomy and physiology which serve as a basis for understanding individual health practices and prepare the student for the study of psychology and other courses in health education; emphasis is placed upon the health problems common to college students.

Elective Courses In Health Education

HEALTH EDUCATION 310—ELEMENTS OF PUBLIC HEALTH
3 hours per week. (Credit 3 hours.)

A study of the more common activities of community, state and national agencies in the prevention and control of communicable diseases and the individual's responsibility and role in maintaining and improving community health.

HEALTH EDUCATION 330—PHYSIOLOGY OF CHILD GROWTH
3 hours per week. (Credit 3 hours.)

A survey of physiological changes associated with growth and development through childhood and adolescence; evaluation of measures of physical growth; general health needs of children and adolescents, and the teacher's part in promoting the health of pupils.

Elective Courses In Physical Education

PRACTICUM IN PHYSICAL EDUCATION INSTRUCTION
2 hours per week. (Credit 1 hour.)

Credited as Education 302-6c. Course description on page 64.

PHYSICAL EDUCATION 310—RECREATION
3 hours per week. (Credit 3 hours.)

Preparation for leadership and organization of after-school activities for children, such as club, hiking, camping and playground activities. Students visit recreation centers in the vicinity. Specialists in various phases of recreation—story telling, crafts, recreational singing, playground, and club work—are invited to give part of the course. Students are expected to participate in some organized recreation work with children.

PHYSICAL EDUCATION ACTIVITIES FOR THE JUNIOR HIGH SCHOOL

3 hours per week. (Credit 3 hours.)

Credited as Education 322.

Basic physical education activities for the junior high school grades. Methods of teaching sports, track and field, stunts, combatives, rhythms, relays, and mass games.

PHYSICAL EDUCATION 410—RHYTHMS AND DANCING

3 hours per week. (Credit 2 hours.)

This course broadens the experience and preparation for teaching rhythms and dancing. It includes analysis of fundamental dance rhythm, creation of simple dance patterns, singing games and types of accompaniment, selection of appropriate materials for various age levels and possible outcomes, preparation of dance material for festival and holiday programs, and recreational dancing. Students will have practice in these activities.

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

3 hours per week. (Credit 3 hours.)

Credited as Education 420

Additional preparation for the physical education work of the elementary grades. The aims of the physical education program are considered; an attempt is made to understand appropriate outcomes for each age level and to learn how to select and use materials which will contribute to the accomplishment of these objectives. The State Program of Physical Education, the Baltimore City Course of Study and other programs of physical education are considered.

MATHEMATICS

Dr. Moser

Mr. Weaver

Mathematical instruction is included in the curriculum because the use of number is as indispensable for the physical and social welfare of an individual as language itself. As his power to command the special concepts, symbols and methods of mathematics increases, each individual gains proportionately in capacity for fuller participation in his social and economic environment. Emphasis in the teaching of mathe-

matics is placed upon those broader concepts and generalizations which give meaning to its operation as a unified system and provide a basis for quantitative thinking.

MATHEMATICS 102—GENERAL MATHEMATICS

3 hours per week. (Credit 3 hours.)

This course acquaints the student with the mathematics basic to an understanding of the nature and function of a number system. The topics considered include: origin of number; structure of a positional number system; development of the fundamental operations; nature of reasoning in mathematics; mathematical symbolism; linear equations; approximate numbers; methods for organizing and describing quantitative data.

ARITHMETIC IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 302-3. Course description on page 62.

MATHEMATICS 103—COLLEGE ALGEBRA

3 hours per week for one semester. (Credit 3 hours.)

Although review of basic concepts and principles is provided, admission to this course presupposes at least one year's study of algebra at the high school level. Basic topics under consideration are: (1) General algebraic expressions and operations, including fractional, exponential and radical notations; (2) Linear and quadratic equations and their systems, emphasizing functional notation and graphical representation; (3) Ratio, proportion and variation; (4) Approximate numbers and logarithmic computation (including slide rule techniques). More advanced topics are selected from the following: (1) Binomial theorem, progressions, permutations, combinations and probability; (2) General theory of equations, and determinants; (3) Mathematical induction, inequalities, and complex numbers. (This course is advised strongly as desirable preparation for Mathematics 104.)

MATHEMATICS 104—TRIGONOMETRY

3 hours per week for one semester. (Credit 3 hours.)

The organization of this course is such that a preliminary knowledge of the field in question is not an essential prerequisite. From the standpoint of plane trigonometry, major consideration is given to those basic principles which are necessary to an understanding and intelligent application of: (1) the special and general trigonometric functions; (2) the solution of right and oblique triangles, including logarithmic computations; (3) trigonometric identities and equations; and (4) complex numbers, including DeMoivre's Theorem. Only the simplest fundamentals of spherical trigonometry are included. The work of the classroom is supplemented and enriched by field-problems involving the use of transit, level, etc.

(Although not absolutely necessary, it is most advantageous for the student to have completed Mathematics 103 prior to Mathematics 104.)

MATHEMATICS 105—BUSINESS MATHEMATICS

3 hours per week for one semester. (Credit 3 hours.)

Mathematics 105 is the first half of the year's work in business mathematics required of all students who expect to specialize in the field of business administration. The topics developed during the semester included simple equations; percentage and its applications of business; ratio and proportion; exponents and radicals; logarithms; collection and presentation of quantitative data and simple interest.

MATHEMATICS 106—MATHEMATICS OF FINANCE

3 hours per week for one semester. (Credit 3 hours.)

This course follows Mathematics 105 and is required for students who plan to enter the field of business administration. The topics studied during the semester include compound interest; discount; amortization and sinking funds; valuation of bonds; depreciation; annuities and insurance.

ACCT. 221—INTRODUCTORY ACCOUNTING

4 hours per week. (Credit 4 hours.)

Prepares students for the study of accounting. No knowledge of the subject is assumed. The objective is to drill the

students in the technique of recording business transactions and prepare the foundation for continued accounting study.

ACCT. 222—CONSTRUCTIVE ACCOUNTING

4 hours per week. (Credit 4 hours.)

An advanced introductory course, presenting a natural and logical approach to the study of accounting. The principal aim is to present the theories and practices of accounting from a constructive standpoint. Sufficient attention is paid to elementary theory and practice to give the student a thorough knowledge of the required fundamentals.

Prerequisite Accounting 221—Introductory Accounting.

MODERN LANGUAGES

Mr. von Schwerdtner

FRENCH 101, 102—FRENCH ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation, and elementary conversation; composition and translation.

FRENCH 201, 202—INTERMEDIATE FRENCH

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Prerequisite: French 101 and 102 or equivalent.

GERMAN 101, 102—GERMAN ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation, and elementary conversation; composition and translation.

GERMAN 201, 202—INTERMEDIATE GERMAN

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Prerequisite: German 101 and 102 or equivalent.

SPANISH 101, 102—SPANISH ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation, and elementary conversation; composition and translation.

SPANISH 201, 202—INTERMEDIATE SPANISH

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Pre-requisite: Spanish 101 and 102 or equivalent.

MUSIC

Miss Weyforth

Miss MacDonald

The music program aims to acquaint students with music, as consumers, through hearing it and reading about it; and as producers, through singing and playing. Through music students have opportunities for self-expression in a social medium. It will be their privilege as teachers to bring similar opportunities to children.

Required Courses

MUSIC 103—MUSIC APPRECIATION

3 hours per week. (Credit 3 hours.)

This is a basic course, which aims to build a background for the understanding of music. The students will experience the elements of music, rhythm, melody, and harmony, through singing and playing, and will observe their significance in compositions heard. They will study folk songs of the nations and will trace the influence of national folk idiom on composed music.

There will be an introductory survey of musical types such as the art song, opera, oratoric, symphony, and symphonic poem. Tone color of instruments and elementary form will be observed.

FUNDAMENTALS

MUSIC 203—MUSIC

3 hours per week. (Credit 3 hours.)

This course, required in addition to the basic course, for all prospective teachers in the elementary grades, will endeavor to develop further the background and musical skills necessary for such teaching. It will include the correct use of the singing voice, elementary eurhythmics, elementary theory, including major and minor modes, keys, and meters used in simple songs, tonal and rhythmic notation, elementary song form, eartraining and keyboard harmony as a basis for simple accompaniments.

There will be a continuation of the survey of musical types, with the use of additional examples and more detailed study of historical and social settings.

This course will be scheduled for sections and instructors simultaneously so that the students may be divided into sections according to stage of development.

Elective Courses

MUSIC 310—MUSIC APPRECIATION—ADVANCED COURSE

3 hours per week. (Credit 3 hours.)

A further study of the world's music literature. A general survey of musical styles—classic, romantic, impressionistic, modern,—with illustration and discussion. Study of the music of these periods in relation to historical and social backgrounds and to literature and art. Includes guidance in the choice and presentation of music appropriate for study in the elementary school and the planning of units of work in appreciation.

MUSIC 311—ENSEMBLE SINGING, SIGHT SINGING AND CONDUCTING.

3 hours per week. (Credit 3 hours.)

Group instruction in voice and song interpretation. Ear training and sight reading of many unison and part songs. Individual and group performance. Conducting.

Students enrolled in this course are expected to participate in the Glee Club.

PRACTICUM IN MUSIC INSTRUCTION

(Credited as Education 302-6a.)

2 hours per week. (Credit 1 hour.)

Course description on page 63.

MUSIC IN THE JUNIOR HIGH SCHOOL

(Credited as Education 323.)

3 hours per week. (Credit 1 hour.)

A course designed to develop a sympathetic understanding of music as it functions in the junior high school. Participation in choral work appropriate to these grades, with discussion of junior high school vocal problems; problems in guidance in the field of instrumental music; music literature in correlation with social studies.

MUSIC IN THE ELEMENTARY SCHOOL—ADVANCED COURSE

(Credited as Education 430)

3 hours per week. (Credit 3 hours.)

A survey and summary of the work in music in the elementary school. Examination of courses of study in use in the city and the counties and in important places outside the state. Evaluation of materials and procedures current in school music teaching. Consideration of all types of music activities in their relation to an integrated program. Creative work.

Students will have opportunity to participate in the planning and carrying out of musical projects in the Lida Lee Tall School.

PSYCHOLOGY

Miss Bersch

Dr. Moser

Society requires of teachers to whom it intrusts its children that they become able to exercise sympathetic understanding, wise guidance, and intelligent direction of the growing child to the end that he may become a well-adjusted personality and an asset to his community. Psychology claims as its peculiar responsibility the promotion of growth in the understanding, prediction, and control of human behavior.

Required Courses

PSYCHOLOGY 205—HUMAN GROWTH AND DEVELOPMENT

3 hours per week. (Credit 3 hours.)

Deals with the developments, adjustments, capacities and training of the child from time of conception to puberty. Emphasis is placed upon the relationships between the biological and social influences which modify the developmental pattern from individual to individual.

PSYCHOLOGY 206—PROBLEMS OF ADJUSTMENT

3 hours per week. (Credit 3 hours.)

Surveys the physiological, social, and cultural foundations of behavior and traces the rise of personality, or life organization, through the interaction of these variables. Normal variations in individual adjustment patterns arising from internal and external forces acting upon the individual will receive special attention.

Elective Courses

PSYCHOLOGY 401—MEASUREMENT IN HUMAN GROWTH AND DEVELOPMENT

3 hours per week. (Credit 3 hours.)

Includes the problems of measurement applied to physical, intellectual, emotional and social growth; characteristics of a measuring instrument; organization and analysis of data; use and limitations of norms.

Pre-requisites: Psychology 205; Education 303, 404.

PSYCHOLOGY 420—MENTAL HEALTH

3 hours per week. (Credit 3 hours.)

Mental habits, attitudes and ideas which promote adjustment; consideration of deviations found in the classrooms; responsibility of the teacher and his part in developing the mental health of his pupils.

PSYCHOLOGY 201—GENERAL PSYCHOLOGY

3 hours per week for one semester. (Credit 3 hours.)

This course deals with the problems, methods, facts, and principles of psychology which are useful in explaining human experience and behavior. The materials used in this course will cut across the various fields of psychology in order to give a survey of the science of psychology as a whole. Among the topics treated are: (1) scope and methods of

psychology; (2) general principles of psychological development; (3) learning, remembering and thinking; (4) motivation of behavior; (5) perception; (6) feeling and emotion; (7) measurement of individual differences.

SCIENCE

Mr. Cox
Mr. Crook

Miss McKibben
Miss Odell

Dr. West

The curriculum in natural science helps students to understand their natural environment and the scientific phenomena which are part of their everyday lives. Many of the experiences of students are planned to bring about a better understanding of growth and development, especially in relation to the maturing processes of children.

The courses are designed not only to enrich the students' background but also to make them better able to select desirable experiences in natural science for pupils.

Required Courses

SCIENCE 101-102—BIOLOGICAL SCIENCE

4 hours per week for 2 semesters. (Credit 6 hours.)

Principles of Zoology, 3 hours; Principles of Botany, 3 hours.

This course is particularly concerned with the study of the methods by which biological knowledge is acquired and tested. The content includes a study of the general characteristics of living things, a survey of the animal and plant kingdoms with emphasis on the evolutionary sequences; and a study of the life histories of representative animals and plants.

SCIENCE 202-203—PHYSICAL SCIENCE

4 hours per week for two semesters. (Credit 6 hours.)

This course is designed to give a broad acquaintance with the various fields of the physical sciences. Its primary aim is to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to our living. Its material is selected from the fields of astronomy, earth sciences, physics and chemistry.

It cuts across the boundaries of these fields in order to bring out their relationships and to provide a background for the understanding and appreciation of the cooperative nature of the scientific advances of today.

SCIENCE 104 and 105—BIOLOGICAL PRINCIPLES
6 hours per week for two semesters. (Credit 8 hours.)

These six hours include two hours of lectures and four hours of laboratory.

This essentially is a course in general biology but with most of the illustrative material taken from the field of animal biology. The anatomy and physiology of a representative series of animal forms is studied in evolutionary sequence. The life histories of certain animals are considered in detail, and attempt is made to explain their adaptations and habits in the light of relationships and environment. The various generalizations applicable to all living things are studied and illustrated.

SCIENCE 204 and 205—ELEMENTS OF PHYSICS
5 hours per week for two semesters. (Credit 8 hours.)

These five hours include two two-hour lectures accompanied by demonstration, experiments and class recitation and one hour of laboratory.

These classes comprise a general survey course in physics. They are designed to meet the needs of students who are working toward liberal arts degrees but not to meet the requirements of professional schools (Engineering, Medical, Dental, etc.)

Topics covered the first semester includes mechanics, sound, and heat.

Topics covered the second semester includes magnetism, electricity and light.

SCIENCE 206-207—GENERAL CHEMISTRY
6 hours per week for two semester. (Credit 8 hours.)

These six hours include two one-hour lectures and four hours of laboratory work per week.

These courses deal with the usual topics which are presented in first year courses in general college chemistry and are acceptable as prerequisites for more advanced courses.

GEOLOGY 101—PHYSICAL GEOLOGY

5 hours a week for one semester. (Credit 4 hours.)

A study of the physical environment and the natural forces which have shaped it. Earth materials and earth processes are considered. Laboratory work will include the interpretation of topographic maps, characteristics of some of the common rocks and minerals. Short field trips.

Elective Courses

SCIENCE 420—ORNITHOLOGY

4 hours per week. (Credit 3 hours.)

A laboratory and field course in bird identification, structure, behavior, ecology, and general economic relationships. Emphasis is placed upon the birds of the Baltimore area. Migration and individual bird movements are studied at the U. S. Government approved Banding Station which has been established on the campus.

SCIENCE 421—GENERAL ENTOMOLOGY

4 hours per week. (Credit 3 hours.)

A laboratory and field course in the study of insects. Recognition of the more common orders, and a study of their structure, behavior, ecology, economic importance and control. Special attention is given to the needs of students in preparing teaching materials.

SCIENCE IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 302-2. Course description on page 62.

SCIENCE IN THE JUNIOR HIGH SCHOOL

3 hours per week.

Credited as Education 305-3. Course description on page 66.

SOCIAL SCIENCE

Geography, Economics, History, Political Science, Sociology

Miss Blood
Dr. Hartley
Miss Kahl

Dr. McCleary
Dr. Walther
Miss Woodward

The social sciences help the student to become aware of his place and responsibility as a citizen of a great nation and of a democratic society, and to gain an appreciation of the process of social development and an understanding of the natural environments in which different cultures have evolved. Survey and specialized courses are offered in planned sequence so that breadth as well as depth of understanding may be developed.

Required Courses

GEOGRAPHY 103-104—ELEMENTS OF GEOGRAPHY

3 hours per week for 2 semesters. (Credit 6 hours.)

This course comprises a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. It aims to build an appreciation of the types of civilization which have developed in different environments, and of the ways in which the natural balance can be disturbed through the productive and exploitive activities of mankind. A survey of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of the course. Diverse regions of the earth are studied with emphasis on the inter-relationships between plant, animal, and human life and the natural environment. Map reading and interpretation are stressed as tools of geographic thinking and expression.

HISTORY 201-202—HISTORY OF WESTERN CIVILIZATION

3 hours per week for two semesters. (Credit 6 hours.)

Traces the development of European man as a social being, from the establishment of the Greek City to the present time. Consideration will be given Europe's debt to the ancient Oriental civilizations of Egypt, Crete, and Mesopotamia. Movements rather than events will be stressed, with

particular emphasis upon social, economic, and political phases of Western life.

HISTORY 402-403—HISTORY OF THE UNITED STATES
3 hours per week for 2 semesters. (Credit 6 hours.)

Offers a comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

Elective Courses

Six hours of elective in the Social Sciences are required. They may be selected from the courses listed as follows:

3 hours from Group C—3 hours from Group A-B-C

Group A

History 301—Europe since 1914 (prerequisite History 201-202)	3 hours
History 304—Britain in the Nineteenth Century	3 hours
History 311—The United States since 1914 (prerequisite History 402-403)	3 hours

Group B

Geography 310—Regional Geography of the United States	3 hours
Geography 311—Regional Geography of Europe	3 hours
Geography 410—Regional Geography of the Far East	3 hours
Geography 411—Economic Geography	3 hours

Group C

Social Science 320—History and Geography of Maryland (open to juniors and seniors)	3 hours
Sociology 46i—Introduction to Sociology	3 hours
Economics 402—Introduction to Modern Economic Thought	3 hours
Political Science 406—Government of the United States	3 hours
Political Science 407—Comparative Government of Foreign Powers	3 hours

Group A

HISTORY 301—EUROPE SINCE 1914

3 hours per week. (Credit 3 hours.)

Events leading to World War 1, the course of that conflict, and the peace which followed. Special attention is given to the rise of conflicting political ideologies between wars; Germany's drive to control central Europe; the origins, strategies, and results of World War II. The material achievements of the modern age will be viewed in light of the evolving world.

HISTORY 304—BRITAIN IN THE NINETEENTH CENTURY

3 hours per week. (Credit 3 hours.)

The British Empire in the period of its greatness. The struggle against France, the Industrial Revolution, the rise of the bourgeoisie to political control, the spread of empire, the symbolism of the Victorian era, and the evolution of democratic processes.

HISTORY 311—THE UNITED STATES SINCE 1914

3 hours per week. (Credit 3 hours.)

Deals with the political, social, and economic development of the American nation since 1914. Includes participation in World War I, return to normalcy, the depression and the New Deal, international relations and an evolving foreign policy, World War II, labor in the modern world, and changing ways of living in the air age.

Group B

GEOGRAPHY 310—REGIONAL GEOGRAPHY OF THE UNITED STATES

3 hours per week. (Credit 3 hours.)

The six major political regions as outlined by Odum are the basis of this study. Describes and interprets the cultural patterns of each region as they are shown by the social, economic, and cultural activities of the people.

GEOGRAPHY 311—REGIONAL GEOGRAPHY OF EUROPE

3 hours per week. (Credit 3 hours.)

Not offered in 1948—1949.

GEOGRAPHY 410—REGIONAL GEOGRAPHY OF THE FAR EAST
3 hours per week. (Credit 3 hours.)

A study of some of the human and economic resources and problems of Japan, China and India. Traditional land use, recent commercial agriculture, real and potential industrial development, political problems, and the relation of these regions to current world affairs.

GEOGRAPHY 411—ECONOMIC GEOGRAPHY
3 hours per week. (Credit 3 hours.)

The regional distribution of the world's resources, industries and population with emphasis upon problems of international trade. An analysis of the productive and extractive industries, manufacturing, and commerce in relation to the geographic environment and the cultural level of the people.

Group C

SOCIAL SCIENCE 320—HISTORY AND GEOGRAPHY OF MARYLAND
3 hours per week. (Credit 3 hours.)

A cooperative offering by instructors in geography and history. Settlement and growth of our state are studied as an outcome of the interaction of two factors, land and people. Present cultural patterns are viewed in the light of their development in a particular natural environment.

SOCIOLOGY 401—INTRODUCTION TO SOCIOLOGY
3 hours per week. (Credit 3 hours.)

A study of the development of group life of man from perhistoric times to the present. Patterns of individual and group behavior, social interaction, the rise and diffusion of culture elements, custom and fashion, caste and social classes, patriarchal and matriarchal societies, folkways, family and tribal organization are considered. The study of selected social problems is also included.

ECONOMICS 402—INTRODUCTION TO MODERN ECONOMIC THOUGHT
3 hours per week. (Credit 3 hours.)

A brief survey of the currents of economic thought in ancient, medieval and modern times. The general develop-

ment from domesticism, mercantilism to laissez faire and collectivism is sketched. The economic theories of Adam Smith, Thomas Malthus, David Ricardo, Karl Marx and Henry George are examined in some detail. Other areas considered include the patterns of business enterprise, price structure, money and credit, and an analysis of the national income.

POLITICAL SCIENCE 406—GOVERNMENT OF THE UNITED STATES

3 hours per week. (Credit 3 hours.)

Treats the principles, structure and functions of the government of the United States, and the problems involved in the extension of the scope of democratic government in our contemporary life. Emphasis is placed upon the nature and growth of our government as an instrument of democratic control.

POLITICAL SCIENCE 407—COMPARATIVE GOVERNMENT OF FOREIGN POWERS

3 hours per week. (Credit 3 hours.)

A comparative survey of the consitutional and legal processes of England, France, Russia, Italy, Germany, China and Japan. At the end of the semester attention is given to the smaller social-democratic states of Europe.

SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 302-1. Course description on page 62.

SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL

3 hours per week.

Credited as Education 305-4. Course description on page 66.

GRADUATES

BACHELOR OF SCIENCE DEGREES-JUNE 15, 1948

Ackley, William Edward.....	Carroll County
Bleakley, Mary Caples.....	Baltimore County
Brooks, Mary Lee.....	Baltimore County
Caltrider, Violet Marie.....	Baltimore County
Carroll, Ellen Margaret.....	Baltimore County
Chenworth, Dorothea Elizabeth.....	Baltimore County
Comstock, Catherine Thomas.....	Montgomery County
Cornthwaite, David Lloyd.....	Baltimore City
Corwell, Phyllis Kane.....	Washington County
Cox, Mary Belle.....	Baltimore County
Crawford, Audrey Ellen.....	Baltimore County
Dallam, Nancy Lee.....	Harford County
D'Amario, Dorothy Madelene.....	Baltimore City
Daniels, Ralph Cecil.....	Baltimore City
DeHoff, Ruth Eileen.....	Baltimore County
Evans, Virginia Lee.....	Anne Arundel County
Franz, Virginia Lee.....	Baltimore County
Fuqua, Nancy Leftwich.....	Baltimore City
Galley, Franklin Peter.....	Baltimore City
Galperin, Miriam.....	Baltimore City
Gross, Ruth Loretta.....	Harford County
Hale, Doris Louise.....	Baltimore County
Hammerman, Donald Robert.....	Baltimore City
Hart, John Joseph.....	Baltimore City
Hennlein, Margaret.....	Baltimore County
Hosier, Charlotte Burns.....	Baltimore City
Hutton, John Narcis.....	Cecil County.
Johnson, Betty Jane.....	Harford County
Kemp, Ruby Marguerite.....	Baltimore County
Kerber, Anna Mae.....	Baltimore City
Kubar, Mildred Mary.....	Baltimore County
Leonard, Ilia Jana.....	Baltimore City
McFadden, Sara Elizabeth.....	Baltimore City
Mattingly, Mary Norma.....	Baltimore City
Miller, Doris Elaine.....	Baltimore City
Miller, Elizabeth Louise Hendricks.....	Baltimore City
Miller, Kathleen Matilda.....	Baltimore City
Paul, Edith.....	Baltimore City
Pelton, Paula.....	Baltimore City
Pennington, Margaret Elizabeth.....	Baltimore City

Post, Jean Claire.....	Charlottesville, Va.
Ritter, Jean Carol.....	Baltimore County
Rosen, Sylvia Sara.....	Baltimore County
Schisler, Elizabeth Catherine.....	Baltimore County
Shubkagle, Ruby Friese.....	Carroll County
Shugar, Bernice	Baltimore City
Simpson, Elisabeth Pollock.....	Wilmington, Delaware
Smith, Elva Mae.....	Baltimore City
Snell, Ruth Elizabeth.....	Baltimore City
Spellman, Oswald Barkdoll.....	Baltimore City
Spruill, Betty Anne.....	Baltimore City
Thomas, Ethel Blanche.....	Baltimore County
Vance, Shirley Marguerite.....	Baltimore City
Van Dyke, Eleanor Elizabeth.....	Baltimore County
Varner, Marian Allison.....	Baltimore City
Wampler, Helen Elfeda.....	Carroll County
Wood, Estelle May.....	Cecil County
Wood, Helen Mae.....	Baltimore City
Young, Sara Jane.....	Frederick County

JUNIOR COLLEGE

ASSOCIATE OF ARTS DEGREE-JUNE, 1948

Helen May Ackerman.....	Baltimore City
Gordon Herbert Anderson.....	Baltimore County
Donald Arthur	Baltimore City
Robert Thomas Bissett.....	Harford County
Carolyn Arnold Block.....	Baltimore City
Kenneth Lee Buckingham.....	Baltimore City
Melvin Guy Buckingham.....	Baltimore City
Ellen Virginia Byrnes.....	Baltimore City
Joseph Hopkins Clark.....	Howard County
Ann Louise Clements.....	Baltimore City
William Edwin Cline.....	Baltimore County
Patricia Virginia Cornell.....	Baltimore County
John DeForest Costlow, Jr.....	Baltimore County
John Gene Crouse.....	Baltimore County
Jules Max DeFries.....	Baltimore County
Carl Philip Doenges, Jr.....	Baltimore City
Dorothy Louise Dohme.....	Baltimore City
Grafton Eliason	Baltimore City
Elizabeth Davis Eskite.....	Baltimore City
Elizabeth Berkeley Estep.....	Baltimore City
Melba Margaret Faulkner.....	Baltimore County
William Herbert Feehan.....	Baltimore County

JUNIOR COLLEGE ASSOCIATION OF ARTS DEGREE—(Cont'd)

William Norman Fox.....	Baltimore County
Patrica Lee Froehlich.....	Baltimore City
Richard Anthony Goldwin.....	Baltimore City
Mary Eileen Gorrell.....	Cecil County
Charles Warren Hoddinott.....	Baltimore City
Bill Jack Jaeger.....	Baltimore City
Esther Lane	Baltimore City
Francis Joseph Lawrence.....	Baltimore County
Myles Gordon Marken.....	Baltimore City
William Merriman	Baltimore City
Samuel Miller, Jr.....	Baltimore County
Norma Jean Moore.....	Baltimore County
William Courtney Riordan.....	Baltimore County
Mario Anthony Romagnoli.....	Baltimore City
Barbara Sharon Rothman.....	Baltimore City
Edward Schilling, Jr.....	Baltimore City
Jerome Sanford Schwartz.....	Baltimore City
Eleanor Jane Smith.....	Baltimore County
Gerald Nelson Smith.....	Baltimore City
Phyllis June Teter.....	Greeley County, Nebraska
Fred Ervin Waldrop.....	Baltimore County
Mary Anna Walke.....	Anne Arundel County
Hobart Wolf, Jr.....	Carroll County
Elmer Louis Zick.....	Baltimore City

SENIOR CLASS OFFICERS OF 1948

President.....Donald Hammerman	Secretary....Anna Mae Kerber
Vice-President....Elva Mae Smith	Treasurer.....Ethel Thomas

MEMBERS OF THE GRADUATING CLASS ELECTED TO KAPPA DELTA PI

Ellen Carroll	Donald Hammerman
Dorothea Chenworth	Ilia Leonard
Audrey Crawford	Doris Miller
Ralph Daniels	Jean Ritter
Ruth DeHoff	Betty Spruill
Nancy Fuqua	Eleanor Van Dyke
Franklin Peter Galley	Helen Wampler

GRADUATES OF JUNE, 1948—59

Total number of graduates since 1866—7,476

STUDENT OFFICERS

FEBRUARY TO JUNE

1948

Student Government Association

President: Warren Stroh
 Vice-President: Howard Ritter
 Secretary: Gwendolyn Blizzard
 Treasurer: John Hilker

S.G.A. Representatives:

Sr: Ruth Gross
 Jr: Andrew Baummer
 Soph: James Darnaby
 Fresh: Cornelius Bailey
 Social Ch: Norma Brooks
 Adviser: Miss Bersch
 Associate Adviser: Dr. McCleary

Senior Class

Pres.: Donald Hammerman
 Vice-Pres.: Elva Mae Smith
 Sec.: Anna Mae Kerber
 Treas.: Ethel Thomas
 Day Social Ch.: Miriam Galperin
 Dorm. Social Ch.: Margaret Hennlein

Girls' Athletic Association

Pres.: Georgia Wisner
 Vice-Pres.: Dorothy Meredith
 Sec.: Katherine Rittershafer
 Treas.: Betty Bedsworth

Men's Athletic Association

Pres.: Joseph Lesniewski
 Vice-Pres.: Graham Vinzant
 Sec.: Amon Burgee
 Treas.: Robert Timlin

Chimes Guild

Pres.: Mary Lou Wallace
 Vice-Pres.: Betty Christle
 Sec.: Carol Hill

Junior Class

Pres.: Virginia Spalding
 Vice-Pres.: Virginia Cacace
 Sec.: Bina Carbaugh
 Treas.: Martha Burroughs
 Soc. Ch.: Betty Costlow

Sophomore Class

Pres.: Robert Eads
 Vice-Pres.: William Pohlmeier
 Sec.: Elizabeth Roes
 Treas.: Mary Gray Swann
 Day Social Ch.: Mary Daum
 Dorm. Social Ch.: Mary Davis

Freshman Class

Pres.: Ervan Bueneman
 Vice-Pres.: Fred Panetti, III
 Sec.: Sarah Weld
 Treas.: Amon Burgee
 Day Social Ch.: Jeanne Cleary
 Dorm. Social Ch.: Nancy Redford

Dormitory House Committee

Pres.: Mary Ellen Crowley
 Vice-Pres.: Caroline Kennedy
 Sec.: Dorothy Meyers
 Treas.: Margaret Stauffer
 Social Ch.:

Freshman Advisory Council

Pres.: John Norris
 Vice-Pres.: Mary Gray Swann
 Sec-Treas.: Glyndon Bell

Men's Club

Pres.: William Hilgartner
 Vice-Pres.: Hobart Wolf
 Social Ch.: Howard Ritter
 Sec-Treas.: William Wood
 Faculty Advisor: Paul M. West

Natural History Club

Pres.: Josephine Basiliere
 Vice-Pres.: Catherine Roderick
 Sec.: Louise Carroll
 Treas.: Owen Stagmer

STUDENT OFFICERS (Continued)

Glee Club

Pres.: John Costlow
 Vice-Pres.: Mary Lou Wallace
 Virginia Spalding
 Sec.: Merle Younker
 Kathryn Burggraf
 Treas.: Margaret Stauffer

International Relations Club

Pres.: John Young
 Vice-Pres.: Kenneth Weber
 Sec.: Vice-Pres.: Sylvia Rosen
 Recording Sec.: William Feehan
 Treas.: Helen Lloyd
 Social Ch., Betty Costlow

Student Christian Association

Pres.: Betty Anne Spruill
 Vice-Pres.: John Norris
 Sec.: Beverly Benson
 Treas.: Georgia Wisner
 Choir Ch.: Caroline Kennedy
 Wardrobe: Catherine Comstock
 Virginia Young

Dramatic Club

Pres.: George Levine
 Vice-Pres.: June La Motte
 Sec.-Treas.: Rose Marie Davis

Marshals

Chief: Elizabeth Kidd
 Ass't. Chief: Ilia Leonard
 Sec.: Winifred Haines
 Treas.: Jean Sorenson

Variety Show

Pres. and Business Manager:
 William Wood
 Vice-Pres. and Stage Manager:
 Charles Chapple, Jr.

Sec.: John Young
 Treas.: Donald Leuschner
 Director: Kenneth Weber

Varsity Club

Pres.: Warren Stroh
 Vice-Pres.: Frank Glebas
 Sec.: John Costlow
 Treas.: Dean Wyatt
 Social Ch.: Howard Ritter

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of the
STATE TEACHERS COLLEGE at TOWSON, MARY-
LAND
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1948-1949

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ENROLLMENT 1947-48 (As of Oct. 1, 1947)

	Women	Men	Total
Freshman			
Teachers College.....	151	48	199
Junior College	20	52	72
Sophomores			
Teachers College.....	99	26	125
Junior College	19	55	74
Juniors	75	5	80
Seniors	54	6	60
	<u>418</u>	<u>192</u>	<u>610</u>

Students Admitted

February, 1948

Junior College Freshmen.....	5	21	26
Teachers College Specials.....	4	—	4
	<u>427</u>	<u>213</u>	<u>640</u>

GETTING TO TOWSON

The State Teachers College is located at Towson, the county seat of Baltimore County, a short distance north of Baltimore City. The College is situated on the York Road. Students arriving in Baltimore by railroad or steamboat will take the nearest line of streetcars transferring to the No. 8 or Towson Car.

The College can be reached by streetcar from either Camden Station or Mount Royal Station (Baltimore and Ohio Railroad). From Camden Station one should take the car at the door going east and transfer at Fayette St. to a No. 8, Towson car. From Mount Royal Station at Preston St. car going east will transfer at Greenmount Ave. to the No. 8, Towson car.

From Pennsylvania Station take No. 3 Bus, Northwood or Stadium going north; transfer at Greenmount Ave. and 33rd. St. to No. 8, Towson car, riding north until the college grounds are reached.



The State Teachers College

at

Towson, Maryland



Announcement for

1948-1949

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of the

STATE TEACHERS COLLEGE AT TOWSON, MARYLAND

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Cumberland

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MARY S. BULKLEY, B.S., M.D., *College Physician*

DOROTHY W. REEDER, A.B., B.S., M.S. *Librarian*

AZILE M. FLETCHER, A.B., M.A., *Director of Student Activities*

ELSIE PANCOAST WASSON, B.S., M.S. *Dietitian*

MAURICE W. RICHARDSON
Superintendent of Buildings and Chief Engineer

AUDLEY R. BUTLER..... *Superintendent of Grounds and Farm Manager*

THE STATE TEACHERS COLLEGE at TOWSON, MARYLAND

CALENDAR FOR 1948-1949

Registration—First Semester

All freshmen	Monday, September 13
All students other than freshmen.....	Thursday, September 16

Regular schedule of work for first semester:

All freshmen.....	Monday, September 13
All students other than freshmen.....	Friday, September 17

Dormitories open for resident students

Resident freshmen.....	3 P.M., Sunday, September 12
Resident students other than freshmen.....	Thursday, September 16

Thanksgiving recess begins.....	4 P.M., Wednesday, November 24
Classes are resumed.....	9 A.M., Monday, November 29

Christmas recess begins.....	4 P.M., Tuesday, December 21
Classes are resumed.....	9 A.M., Monday, January 3

Founders Day	Saturday, January 15
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First semester ends.....	Thursday, January 27
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Registration—Second Semester

All students	Tuesday, February 1
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Regular schedule of work for second semester

All students	Wednesday, February 2
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Easter recess begins	4 P.M., Wednesday, April 13
Classes are resumed.....	9 A.M., Wednesday, April 20

Second semester ends	Friday, June 10
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Commencement Week

Alumni Day and Dinner.....	Saturday, June 11
Baccalaureate Sermon	Sunday, June 12
Class Day	Monday, June 13
Commencement	Tuesday, June 14

Lida Lee Tall School

Regular work begins.....	Wednesday, September 8
School closes	Friday, June 10

GENERAL INFORMATION

HISTORY OF THE STATE TEACHERS COLLEGE

The State Teachers College at Towson (formerly the Maryland State Normal School), the oldest and largest institution in Maryland for the education of teachers, was created by the Legislature of 1865 and opened on January 15, 1866. From the time of its founding until 1931 the institution was a normal school offering two years of training for elementary school teachers. In 1924 the Training School for Teachers in Baltimore City was closed and since that time the elementary school teachers of Baltimore City and the counties have been educated at Towson.

In 1931 the course was increased to three years by an Act of Legislature, and in 1934 the State Board of Education extended the course to four years, authorizing the college to offer the B. S. degree.

In the spring of 1935 the name of the institution was officially changed to the State Teachers College at Towson.

PROGRAMS OFFERED

The college offers three types of college work—two four-year programs for the training of teachers, and a two-year junior college program.

A—Training of Elementary School Teachers

Since its inception in 1866, the college has provided a program for the training of elementary school teachers for the State of Maryland. This program is now four years in length, leading to the B.S. degree in education.

B—Training of Junior High School Teachers

With the expansion of junior high schools throughout Maryland the college in 1947 added a program for the training of junior high school teachers. This program is also four years in length and leads to the B. S. degree.

C—Junior College Division

A junior college division of the State Teachers College at Towson was inaugurated in September, 1946. Additional information about this program will be found in this pamphlet on page 12.

LOCATION AT TOWSON

The State Teachers College is located in South Towson just a mile north of The Baltimore City line. Although entirely removed from the center of Baltimore, the college is near enough to share in the cultural advantages of a large city, and affords opportunities for visits to art galleries and attendance at concerts and plays. The Towson-Catonsville car passes the grounds, making the college accessible from all points in the city.

Campus and Buildings

The Campus of eighty-eight acres, generally considered one of the most beautiful in this part of the country, includes thirty acres of lawns and athletic fields, a recreation and conservation woodland park area, "The Glen", and the college farm.

The buildings, erected at a cost of nearly two million dollars, are dignified, beautiful and spacious. They include:

The Administration Building

Containing administrative offices, classrooms, laboratories, library, and auditorium

Newell Hall

A dormitory building, including also the dining hall, and infirmary

Richmond Hall

A second dormitory, including also social rooms

The Gymnasium

Including a large playing floor, spectators' balcony, offices, exercise, shower, and locker rooms

The Service Building

Including the power plant, the engineer's offices, the laundry, and the men's barracks

The Lida Lee Tall Campus School

Including classrooms, offices and auditorium for 240 elementary school children

Three Residences

For the president, the superintendent of buildings, and the superintendent of grounds respectively

TEACHING OPPORTUNITIES FOR STATE TEACHERS COLLEGE GRADUATES

There are many opportunities for service in the public school systems of the State, including Baltimore City.

Several educational bills passed by the 1947 Legislature should improve conditions in education. These bills recognize the value of professional preparation and more adequately compensate successful teachers who remain in the profession. The new salary scale places the minimum salary at \$2200.00 for all teachers meeting the certification standards. Many local systems supplement this minimum salary.

Vacancies in positions in administration and supervision are filled by promoting experienced teachers of skill and ability who have indicated the necessary qualities of leadership and personality, and continued professional preparation.

The number of graduates of the teachers colleges for the past several years has not been sufficient to take care of the vacancies of the state school system. The present shortage of teachers will continue for some years. For this reason, now is an opportune time for qualified high school graduates who are interested in the profession of teaching to enter the Teachers College so that they may be ready to fill the vacancies.

ADMISSION REQUIREMENTS

1. **Citizenship:** To be eligible for admission a student must be a citizen of the United States.
2. **Graduation from an approved high school:** The State Department of Education is the accrediting agency for the public high schools and also the non-public secondary schools of Maryland.
3. **Recommendations by school officials:** An applicant must be recommended by his high school principal and approved by the superintendent of schools.
4. **Scholarship:** The standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same.
They are as follows:

County Students

The scholarship standard set up by the State Board of Education as the basis for certification by the high school principal for entrance requires that the applicant shall have made a grade of A or B in at least 60 per cent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school.

Baltimore City Students

The agreement with the State Department of Education on the scholarship standards recommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the Teachers College is that the student must have made an average of 80 per cent in the last two years of high school work.

Students, not meeting the above scholarship requirements may be considered for admission on the recommendation of the high school principal and with the approval of the superintendent of schools. Final admission is determined by the college after a battery of entrance tests administered at the college.

5. **Health:** A thorough physical examination by the college physician is required for admission.

Advanced Standing

An applicant for advanced standing who presents a record of honorable dismissal from the last college attended may be allowed credit for college work completed in so far as the work approximates courses offered at the Teachers College. No transfer credit will be allowed for courses in which the applicant has made D grades. The advanced standing is provisional until the student has established a satisfactory record in the college.

A transfer student must earn the last year of credit (thirty-two semester hours) at the teachers college which awards the degree. If the applicant has graduated from a two-or-three-year curriculum at one of the Maryland state teachers colleges the requirements may be reduced to not less than one semester.

Transfers from one Maryland Teachers College to Another

A properly qualified student may enter any one of the three Maryland teachers colleges but, when a choice of schools has been made, no transfer to another Maryland teachers college shall be permitted under any conditions or at any time, except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the State Board of Education. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

The Pledge to Teach in the State of Maryland

Every student enrolling in one of the four-year programs at the State Teachers College is required to sign the pledge to teach two years in Maryland immediately following graduation. If only the last year's work is taken at the college, the pledge to teach shall cover one year.

THE CURRICULUM

The curriculum of the State Teachers College at Towson is dual in character and purpose. It involves educating individuals to be effective citizens as well as successful members of the teaching profession.

The Teachers College offers a program of studies which provides for broad foundations in fields of knowledge useful to every educated American citizen-of-the-world. The program makes available what research and science have to offer a teacher for himself and for his work.

Directed Teaching

Directed teaching is a required part of the course and is important because of the practical experience it gives to the student. Directed teaching is restricted to the junior and senior years. The students spend the entire time allotted to directed teaching in practice centers. There are eight classrooms or centers in the Lida Lee Tall Elementary

School, located on the campus. Affiliated training centers are provided through the courtesy and cooperation of the Baltimore City Board of Education and Baltimore County Board of Education.

Requirements for Graduation

The degree of Bachelor of Science in Education is conferred upon those who successfully complete the four-year curriculum, based on one hundred and twenty-eight semester hours of credit.

LIVING ACCOMMODATIONS

There are two residence halls for women students—Newell Hall and Richmond Hall. These halls offer unusual advantages as comfortable and attractive quarters for boarding students. (All women resident students are required to live in the dormitory).

The living accommodations on the campus for men students are somewhat limited. However, when the campus rooms are filled the college cooperates in locating rooms in the Towson area and men students living off the campus may take their meals in the college dining hall.

Social rooms in the dormitories provide facilities so that boarding students may enjoy their leisure time and receive their friends.

The infirmary, located in Newell Hall, staffed by a resident physician and resident nurse, provides medical care for students who are ill.

The dining room in Newell Hall has a seating capacity of 500 students. Well planned meals are served and students are given experience in acting as hosts and hostesses.

All resident students are subject to the disciplinary control of the college.

Social Life

There are many student organizations at the college. These include the Glee Club, Student Government Association, Publications Staff, Athletic Association, International Relations Club, Marshals, Dramatic Club, Natural History Club, and Student Christian Association.

Believing that an adequate social program is necessary in any college, especially in a teacher-training institution, the college encourages various social affairs to meet the needs and desires of the student body. Dances, sponsored by various organization and clubs, are held during the year and outdoor picnics in the glen are popular with student groups.

College Athletics

The college provides two athletic fields, six tennis courts, a modern gymnasium, and other facilities for promoting recreational activities.

With the return of men students, the college is again participating in the sports program of the Mason-Dixon Conference. There are competitive teams in soccer, basketball, rifle, wrestling, track, tennis, and baseball. Competition is scheduled with Johns Hopkins University,

Randolph Macon College, Catholic University, Gallaudet, and other colleges in the Maxon Dixon league.

The women's athletic activities which include volleyball, hockey, basketball, archery, dancing, tennis, baseball, and soccer are largely intramural.

EXPENSES

Tuition: No tuition is charged Maryland residents who take the Teachers College Course.

One hundred dollars tuition is charged for Maryland residents enrolled in the junior College.

Out-of-State students pay two hundred dollars tuition per year for either the Junior College or Teachers College.

Tuition is payable in two equal installments.

Residence Resident students who live on the college campus pay \$216.00

Costs: for room and board for the academic year. All expenses are payable in two equal installments in advance, \$108.00 on the opening day of each semester.

Other

Fees:

Activities Fee—\$10.00 a year

Assigned to the Student Government Association fund for class dues, student publications, athletics, dramatics, assembly programs, and other authorized projects.

Athletic Fee—\$5.00 a year

Assigned to the Athletic Association and used for athletic events and projects which benefit all students.

Breakage Fee—\$5.00

Collected from each student on entrance. This fee is not an annual fee like the two above. It is refunded in whole or in part when the student graduates or withdraws, depending on the charges against his record.

Late Registration Fee—\$2.00

Charged to any student who registers after the date of registration named in the calendar.

Summary of Expenses

Maryland Residents

	Semester I	Semester II	Total Year
Board and Room.....	\$108.00	\$108.00	\$216.00
Athletic Fee	5.00		5.00
Breakage fee, refundable—all freshmen or new students.....	5.00		5.00
Activities fee	10.00		10.00
Total	\$123.00	\$108.00	\$231.00
	or		or
	\$128.00		\$236.00

*If a room reservation fee has been paid, deduct \$10 from this amount.

Out-of-State Students

Surcharge in addition to fees shown above	\$200.00	\$200.00
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Room Reservation Deposit

A deposit of \$10.00 is required of all applicants who desire to board at the college. This deposit should be sent with the application blank and is deducted from the amount due upon entrance.

Medical Reimbursement

The college offers to its students a Medical Reimbursement plan. This plan guarantees to reimburse the parent for any medical expense which may arise from an accident in which a student is injured during the school year. The cost is \$7.50 for women and \$10.00 for men. Students desiring this medical coverage will make application at the business office.

Transcripts

One transcript of a student's record will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript.

Other Expenses

Although many of the books necessary for courses are to be found in the library and are available for student's use, a student is required to buy a number of books. Students are required to buy gymnasium suits for the courses in physical education.

There are few other expenses except those for personal needs, and a student may live very economically at the college. The commuting students (veterans and those under twenty-one years of age) are permitted to use car tokens and thus reduce their carfare.

LOAN FUNDS

There are several loan funds which are administered by a faculty board of trustees. A student applying for a loan must have established a satisfactory record in the college. For this reason, freshmen are not eligible for loans except in cases of very able students who may apply for a loan during the second semester of the freshman year.

There are a few scholarships available from the Helen A. Linthicum Scholarship Fund which are awarded at the discretion of the board of trustees of the recommendation of the president of the college. Freshmen ing for these scholarships must be recommended for academic attainments in high school, qualities of leadership, and characteristics of personality. Students wishing to apply for a Helen Aletta Linthicum Scholarship may do so by writing to the Chairman of the Faculty Committee on Loans and Scholarships, State Teachers College, Towson - 4, Maryland.

Further Information

Students who are interested in the State Teachers College should send for the college catalogue which will give detailed information concerning the college regulations, the curriculum, and the description of courses.

Address inquiries to:

The Registrar
State Teachers College at Towson
Baltimore 4, Maryland

APPLICATIONS FOR ADMISSION

Application blanks for admission will be furnished upon request. Due to the large number of applicants for the year 1948-1949 it will be necessary to file applications earlier than in previous years. It is requested that students wishing to enter in September, 1948 file their applications by *May 15*. The college is considering the possibility of a spring-testing program and high schools will be notified of further developments. A followup report will be secured from the high school at the end of the school year. Applications on file will be passed on by July 1, and students notified immediately. Students wishing to live at the college should send a deposit of \$10.00 for a room reservation with the application. If a student's application is not approved the deposit will be refunded or if a student withdraws an application the money will be refunded, provided the college is notified by August 1, preceding the opening date of the college in September.

JUNIOR COLLEGE DIVISION

General Information

The junior college program at the State Teachers College at Towson was inaugurated in September, 1946. The program was planned especially for veterans but limited numbers of non-veterans are admitted. Priority will continue to be given to veterans but it is hoped there will be facilities for many high school graduates who meet admission requirements.

Curriculum

The curriculum provides background courses which will enable students at the end of two years to begin specific training at another institution for any of several professions. The curriculum provides a liberal arts program of studies leading to specialization in law, nursing, journalism, and business administration. The offerings in science are limited and for this reason students interested in engineering, medicine, and dentistry are discouraged from enrolling.

Admission

Students must meet the same requirements as set forth for the Teachers College; namely, graduation from an accredited high school, (or satisfactory grades in the equivalence examinations given through the State Department of Education). In addition each applicant must satisfactorily pass the college entrance examinations administered at the college at the time of registration and must be interviewed regarding his professional plans.

EXPENSES

Tuition for Maryland students attending the junior college is \$100.00 for the academic year. For an out-of-state student the tuition is \$200.00. The other fees are the same as for Teachers College students, for summary see page 10.

The college is approved by the Veterans Administration and any eligible veteran may register under the Servicemen's Readjustment Act, 1944, as amended, (G.I. Bill of Rights). A representative of the Veterans Administration is on call to answer questions of individual students.

Living Accommodations

When dormitory space is available junior college women students may live in the college dormitories. Priority, however, is given to students in the Teachers College. There are only limited facilities for housing junior college men on the campus. The college will assist those unable to live at home in obtaining rooms in nearby homes and will permit them to have their meals in the college dining hall.

Further Information

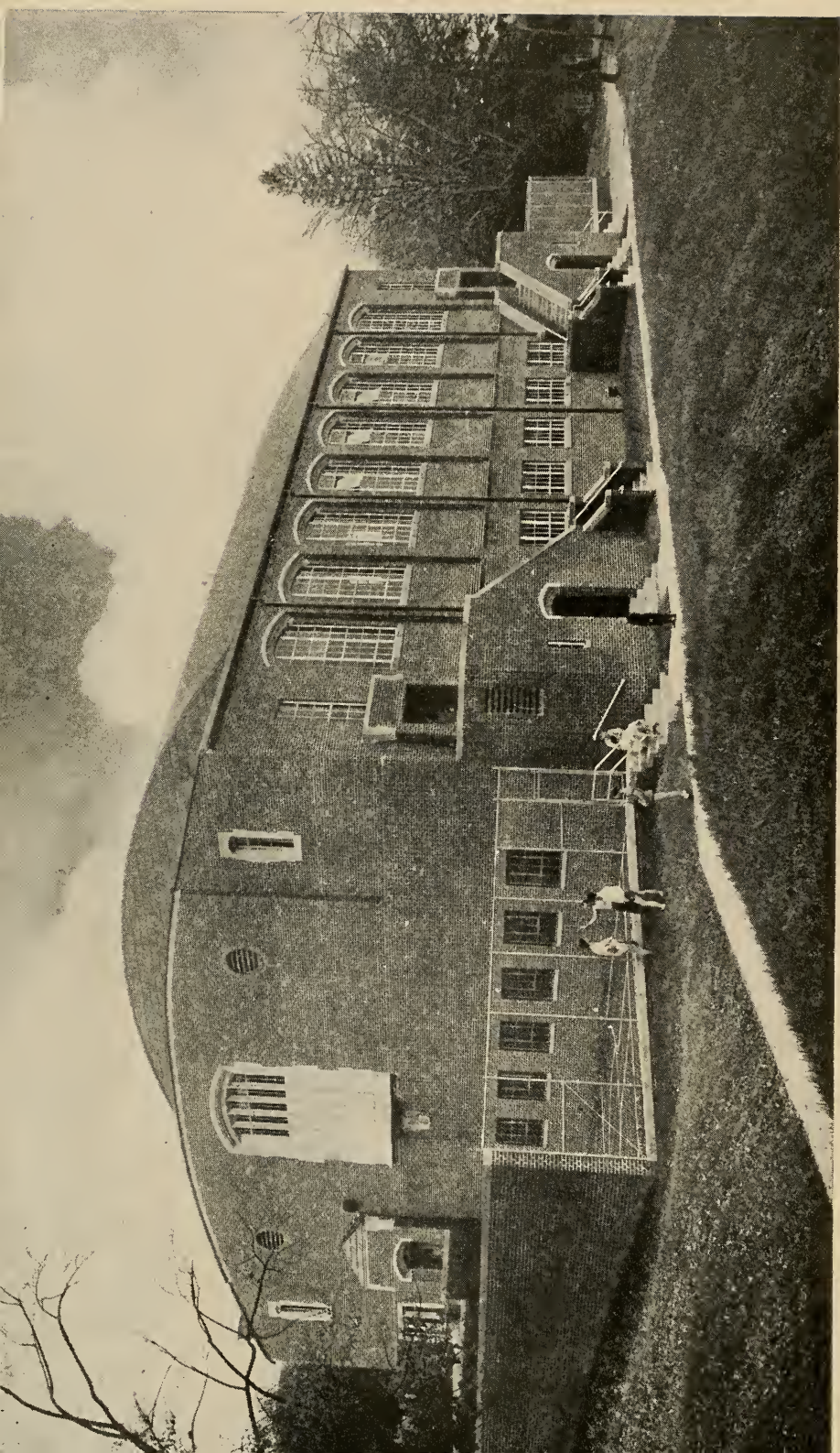
Students interested in the junior college division should send for the catalogue which will list the courses with descriptions. Address inquiries to:

The Registrar
State Teachers College at Towson
Baltimore 4, Maryland

APPLICATIONS

Persons wishing to apply for admission to the junior college should write for an application blank. This should be returned to the Registrar's Office by May 15, if possible and if admission is desired in September, 1948. Supplementary records will be secured from the high school if the applicant is a 1948 high school graduate. Personal interviews will be held and applications will be approved in July.

Applications may be secured by writing to
The Registrar—Junior College Division
State Teachers College at Towson
Baltimore 4, Maryland



GYMNASIUM

STATE TEACHERS COLLEGE

Towson, Maryland

SPECIAL SUMMER PROGRAM

June 22 - August 5, 1949

WELCOME TO TOWSON!

It is a pleasure to welcome to Towson the students who are attending the first special summer program for college graduates. Never before has the need for a number of teachers been so great, and never before has the need for teachers with education, background, and preparation been so obvious.

You who are attending this summer session are fortunate to have completed a four-year college program. But knowledge of what is to be taught is only one factor in the teaching effectiveness. Two other factors are perhaps equally important. One of these is some knowledge of the people who are to be taught; the other is some familiarity with the ways in which people can be taught. Teaching is both a science and an art. Much that a successful teacher practices he learns through his own teaching in his own classroom situation. But there are things that can be learned by studying what others have found to be successful and particularly through becoming more acquainted with what children are like, how they learn, and are ready to learn at different stages of their development.

It would be most optimistic to expect that this six-week session can or will develop any of you to the extent that you will be a completely prepared elementary teacher. The best that we can do is to give you a good start in that direction.

All of us at Towson hope that your stay here this summer will be both pleasant and profitable. We shall do everything in our power to make it so.

EARLE T. HAWKINS
President

Administrative Officers of Summer Program 1949

Dr. Earle T. Hawkins. President of College
Dr. Lucy Scott. Director of Summer Program
Dr. Rebecca C. Tansil. Director of Admissions
Miss Hilda Kestner. Principal of Lida Lee Tall School
Mr. Charles B. Akeley, Sr. Business Manager

College Faculty

Miss Katherine Dost. Supervisor of Elementary Grades
Baltimore County
Mrs. Mildred Fowler Supervisor of Intermediate Grades
Baltimore City
Miss Kathleen V. Kennedy. Supervisor of Primary Grades
Baltimore City
Miss Lucy Scott. Supervisor of Student Teaching
in Elementary Grades
Miss Ann Shoppard. Supervisor of Elementary Grades
Baltimore County
Miss E. Violette Young. Supervisor of Elementary Grades
St. Mary's County

Lida Lee Tall School Faculty

Miss Mary A. Grogan. First Grade
Miss Irene Scally. Second Grade
Miss E. Heighe Hill. Third Grade
Miss Hilda Kestner. Fourth and Fifth Grades

Library

Miss Dorothy W. Roeder. Librarian
Mrs. Bernice B. Weitzel Cataloger
Miss Merle Yoder. Circulation
College and Lida Lee Tall School
Mrs. Marjorie M. Mohlenrich. Assistant in Circulation
Miss Ann Sturtevant. Reference and Periodicals

Dormitory

Mrs. Elsie Panconst Wasson. Dietitian
Mrs. Wilson Wright. Hostess
Mrs. Lisle H. Fergusson. Resident Nurse
Miss H. Kathleen Smith. Clerk

Assistants in Administration

Miss Adda L. Gilbert. Secretary to the President
Miss Winifred N. Baker. Secretary in Lida Lee Tall School

STUDENTS

<u>Home Address</u>	<u>Degree</u>	<u>Teaching Assignment</u>
Allaire, Natalie 120 Steele Road Bristol, Connecticut	B.A. - 1949 Goucher College	Baltimore City Intermediate
Amos, Iris 307 Addison Road Seat Pleasant, Maryland	B.A. - 1949 Western Maryland	Prince George County Intermediate
Ander, Sonja 3410 Holmes Avenue Baltimore 17, Maryland	B. A. - 1948 Univ. Miami	Baltimore City Primary
Andrews, Nettle H. Box 542 Blacksburg, Virginia	B. S.-1946 Va. Polytechnic I Inst.	Baltimore City Primary
Ankeney, Anita Clear Spring, Maryland	B. A.-1944 Western Maryland	Washington County Intermediate
Armstrong, Rachel 711 C Street Baltimore 19, Maryland	B. S.-1947 Univ. Maryland	Baltimore City Primary
Aubrey, Carolyn 15 Penmar Street Waynesboro, Pennsylvania	B.A.-1949 Sweet Briar	Baltimore City Intermediate
Borbatelli, Lovedy 5642 Abner Avenue Baltimore 12, Maryland	B. S.-1946 Univ. Maryland	Baltimore City Intermediate
Barbernitz, Margaret 418 North Rose Street Baltimore 24, Maryland	B. A.-1949 Notre Dame of Maryland	Baltimore City Intermediate
Bernstein, Jeanette 4426 Norfolk Avenue Baltimore 16, Maryland	B. S.-1948 Johns Hopkins University	Baltimore City Primary
Bishop, Gloria Route 15, Box 244A Baltimore 20, Maryland	B.A. - 1949 Univ. Maryland	Baltimore County Primary
Bishop, Margaret (Mrs.) 7301 Dunham Court Baltimore 22, Maryland	B. A. - 1938 Univ. Iowa	Baltimore County Primary

Boesel, Rosalie
2322 Belair Road
Baltimore 13, Maryland

B. A. - 1949
Notre Dame of
Maryland

Baltimore City
Primary

Bogdenuff, Mary-Joyce
1700 Ramblewood Road
Baltimore 14, Maryland

B. A.-1940
Wellesley

Baltimore City
Primary

Boniface, Mary
2033 Gough Street
Baltimore 31, Maryland

B. A. - 1949
Notre Dame of
Maryland

Baltimore City
Intermediate

Booker, Dorothy
Big Island, Virginia

B. A. - 1949
Mary Washington

Harford County
Intermediate

Brown, Isabel (Mrs.)
Melanchton Road
Lutherville, Maryland

B. A. - 1947
Mary Washington

Baltimore County
Intermediate

Brown, Louise G.
Route #1
Westminster, Maryland

B. A. - 1947
Western Maryland

Anne Arundel County
Intermediate

Bryant, Irene
4613 Old Frederick Road
Baltimore 29, Maryland

B. A. - 1947
Univ. Buffalo

Baltimore City
Primary

Callahan, Elizabeth
306 East 20th Street
Baltimore 18, Maryland

B. A. - 1948
Mt. St. Agnes
College

Harford County
Intermediate

Chasson, Gloria
3705 Garrison Boulevard
Baltimore 15, Maryland

B. A. - 1946
Goucher College

Baltimore City
Primary

Cinquegrani, Lucille
3632 Rexmere Road
Baltimore 18, Maryland

B. A. - 1947
Notre Dame of
Maryland

Baltimore City
Primary

Coffman, Iris A.
40 Ravenwood Heights
Hagerstown, Maryland

Washington County
Intermediate

Conachy, Margaret
3404 University Parkway
Baltimore 18, Maryland

B. A. - 1947
Notre Dame of
Maryland

Baltimore City
Intermediate

Connor, Janet 5532 Midwood Avenue Baltimore 12, Maryland	B.A. - 1948 Goucher College	Baltimore City Intermediate
Cook, Ann 625 S. Washington Street Havre de Grace, Maryland	B.A. - 1949 Notre Dame of Maryland	Harford County Intermediate
Coonin, Joel 3624 Cottage Avenue Baltimore 15, Maryland	B.A. - 1949 Univ. Maryland	Baltimore City Intermediate
Corbin, Lee (Mrs.) Route 2 Rockville, Maryland	B.A. - 1931 Abilene Christian College, Texas	Montgomery County Intermediate
Corcoran, Margaret F. 609 Plymouth Road Baltimore 29, Maryland	B. A. - 1948 Notre Dame of Maryland	Baltimore County Primary
Coursey, James 5200 Elmer Avenue Baltimore 15, Maryland	B.A. - 1949 Middlebury College	Baltimore County Intermediate
Crapster, Mary Gordon 6421 Knollbrook Drive Hyattsville, Maryland	B.S. - 1949 Univ. Maryland	Baltimore City Primary
Crawley, Jean 625 North Bend Road Baltimore 29, Maryland	B. A. - 1949 Univ. Maryland	Baltimore County Primary
Daugherty, Jean Bowling Green, Virginia	B.A. - 1949 Western Maryland	Carroll County Primary
Davidson, Ruth 3822 Park Heights Avenue Baltimore 15, Maryland	B. A. - 1949 Univ. Maryland	Baltimore County Primary
Davis, Ruth U. 2609 Manhattan Avenue Baltimore 15, Maryland	B. A. - 1945 Univ. Pennsylvania	Baltimore City Intermediate
Dengler, Elizabeth 2808 Bayonne Avenue Baltimore 14, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Intermediate
Dickie, Mary T. (Mrs.) Apt. 16A Cedar Drive Baltimore 20, Maryland	B. S. - 1940 Univ. Nebraska	Baltimore County Primary

DiMoto, Vincenza 516 S. Robinson Street Baltimore 24, Maryland	B. A. - 1947 Notre Dame of Maryland	Baltimore County Primary
Dodd, Barbara 521 Post Road Cos Cob, Connecticut	B. A. - 1949 Western Maryland	Baltimore County Primary
Dodd, Helen 521 Boston Post Road Cos Cob, Connecticut	B. A. - 1948 Western Maryland	Baltimore County Primary
Dogoloff, Sylvan A. 2909 Keyworth Avenue Baltimore 15, Maryland	B. S. - 1940 Johns Hopkins Univ.	Baltimore County Intermediate
Dokman, Beatrice 607 East 33rd Street Baltimore 18, Maryland	B. A. - 1948 Gettysburg College	Baltimore City Intermediate
Dowman, Margaret Anne 619 Regester Avenue Baltimore 12, Maryland	B. A. - 1948 Western Maryland	Baltimore County Intermediate
Emale, Blanche E. Eastern & Emale Ave. Rte. 15, Box 1290 Baltimore 20, Maryland	B. A. - 1949 Univ. Maryland	Baltimore County Primary
Engler, Ethel M. 2314 Auchentoroly Terrace Baltimore 17, Maryland	B. A. - 1921 Goucher College	Baltimore City Intermediate
Etter, Helen E. 404 Allegheny Avenue Towson 4, Maryland	B. A. - 1948 Goucher College	Baltimore County Primary
Evans, Agnes Route 3, Box 207 Petersburg, Virginia	B. A. - 1949 Notre Dame of Maryland	Baltimore City Primary
Fait, E. C. Davidson 2904 Kildaire Drive Baltimore 14, Maryland	B. A. - 1949 Washington College	Baltimore County Intermediate
Fisher, Martha Route 1, Box 51 Princess Ann, Maryland	B. A. 1949 Univ. Maryland	Baltimore City Primary
Fox, Marion 2204 Chelsea Terrace Baltimore 16, Maryland	B. A. - 1947 Western Maryland	Baltimore City Primary

Furman, Helen J. 1414 Isted Road Harundale Glen Burnie, Maryland	B. A. - 1938 Ducquesne University	Anne Arundel County
Fuss, Sarah Relisterstown, Maryland	B. A. - 1949 Gettysburg College	Baltimore County Primary
Fitchett, Elaine 7444 Georgia Ave., N.W. Washington, D. C.	B. A. - 1949 Univ. Maryland	Baltimore County Intermediate
Gadd, Anne 6110 Bellona Avenue Baltimore 12, Maryland	B. S. - 1948 Univ. Maryland	Baltimore City Primary
Garvey, Jane F. 501 N. Rolling Road Baltimore 28, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Intermediate
Genecin, Rita 1406 Bataw Place Baltimore 17, Maryland	B. A. - 1944 Goucher College	Baltimore City Intermediate
Gessler, Carolyn 11 S. Abington Avenue Baltimore 29, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Intermediate
Gochmeyer, Dorothy 903 Old Oak Road Baltimore 12, Maryland	B. A. - 1949 Duke University	Baltimore County Primary
Goldsborough, Nancy 504 Somerset Road Baltimore 10, Maryland	B. A. - 1947 Trinity College M. A. - 1949 Catholic University	Baltimore City Primary
Goldsworthy, Catherine 2530 Ellamont Street Baltimore 16, Maryland	B. A. - 1948 Trinity College	Baltimore City Intermediate
Golley, Helen R. 5103 Harford Road Baltimore 14, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Primary
Grubb, Maryalice Peach Bottom, Pennsylvania	B. S. - 1948 State Teachers College, Millersville, Pa.	Baltimore City Intermediate

Hamaker, Jacqueline 5913 Chinquapin Parkway Baltimore 12, Maryland	B. A. - 1949 Hood College	Baltimore County
Harris, Marcia 2701 Callaway Avenue Baltimore 15, Maryland	B. A. - 1945 Goucher College	Baltimore City Primary
Hawkins, Janet 924 Beligion Avenue Baltimore 18, Maryland	B. A. - 1949 Goucher College	Baltimore City Intermediate
Hayes, Arnold 2914 Kildaire Drive Baltimore 14, Maryland	B. A. - 1948 Washington College	Baltimore City Intermediate
Heilman, Jane 508 Stamford Road Baltimore 29, Maryland	B. A. - 1949 Gettysburg College	Baltimore City Primary
Henderson, Sarah 1218 Bolton Street Baltimore 17, Maryland	B. A. - 1948 Goucher College	Baltimore City Primary
Hirzel, Jane(Mrs.) 109 Smithwood Avenue Catonsville 28, Maryland	E. A. - 1939 Western Maryland	Baltimore County Primary
Hoff, Jean 6508 Beverly Road Baltimore 12, Maryland	B. A. - 1949 Univ. Maryland	Baltimore County Primary-Intermediate
Israel, Beverly G. 1516 N. Smallwood Street Baltimore 16, Maryland	B. A. - 1946 Univ. Maryland	Baltimore City Primary
Jarwlow, Shirley 10 E Alder Drive Baltimore 20, Maryland	B. A. - 1944 Brooklyn College	Baltimore County Intermediate
Jensen, Betty Jean (Mrs.) 69 Seversky Court Essex 21, Maryland	B. S. - 1945 Southern Methodist University	Baltimore County Primary
Johnson, Aline 3810 - 32nd Street Mt. Rainier, Maryland	B. A. - 1949 Univ. Maryland	Prince George County Primary
Johnson, Josephine Lyle Long Point on the Severn Crownsville, Maryland	B. A. - 1948 Western Maryland	Baltimore City Intermediate

Justus, Laura
144 Brannan Road
Aberdeen, Maryland

B. A. - 1949
Washington College

Harford County
Primary-Intermediate

Kabler, Betty
407 Westmoreland Place
Lynchburg, Virginia

B. A. - 1949
Madison College

Harford County
Intermediate

Kagle, Jesse
7301 Park Heights Avenue
Baltimore 8, Maryland

B. A. - 1949
Western Maryland

Baltimore City
Intermediate

Kammerer, Ellen
3602 Howard Park Avenue
Baltimore 7, Maryland

B. A. - 1946
Gettysburg College

Baltimore City
Primary

Keefer, Nan Blakey
2804 Taylor Avenue
Baltimore 17, Maryland

B. S. - 1946
Southwest Texas
State Teachers
College

McDonogh School
Intermediate

Keister, Alice
3234 Clifton Avenue
Baltimore 16, Maryland

B. A. - 1948
Woman's College
Univ. N. C.

Baltimore City
Intermediate

Kessler, Rita
2900 E. Pratt Street
Baltimore 24, Maryland

B. A. - 1949
Notre Dame of
Maryland

Baltimore City
Intermediate

Kirkley, Flora
7 Second Avenue S.E.
Glen Burnie, Maryland

B. S. - 1949
Bob Jones Univ.
South Carolina

Anne Arundel
Intermediate

Klugman, Elayne
4047 Cold Spring Lane
Baltimore 15, Maryland

B. A. - 1949
Goucher College

Baltimore City
Primary

Knorr, Elaine
Mt. Wilson Lane
Pikesville 8, Maryland

B. A. - 1948
Goucher College

Baltimore County
Intermediate

Krebs, Carol
982 Franklinton Road
Baltimore 16, Maryland

B. A. - 1949
Western Maryland

Baltimore County
Primary

Longster, Edith M.
2 C Oak Grove Drive
Baltimore 20, Maryland

B. A. - 1945
Univ. Maine

Baltimore County
Intermediate

Langrall, Ednell Mae 2938 St. Paul Street Baltimore 18, Maryland	B. A. - 1948 Western Maryland	Baltimore County Primary
Levine, George 807 Newington Avenue Baltimore 17, Maryland	B. S. - 1948 New York Univ.	Baltimore City Intermediate
Lonegro, Rosalie 138 S. Ellwood Avenue Baltimore 24, Maryland	B. A. - 1948 Notre Dame of Maryland	Baltimore City Intermediate
Macey, Sonia 1700 Gwynns Falls Parkway Baltimore 17, Maryland	B. A. - 1945 Goucher College	Baltimore City Primary
Maier, Emma Virginia Rolling Rd. & Wilkens Avenue Otonsவில் 28, Maryland	B. A. - 1947 Rosemont College Rosemont, Pa.	Baltimore County Primary
Margolin, June 2402 Bolfield Avenue Baltimore 15, Maryland	B. A. - 1949 Univ. Maryland	Baltimore City Primary
Margolis, Germaine 2130 Eilerslie Avenue Baltimore 18, Maryland	B. A. - 1949 Univ. Maryland	Baltimore City Primary
Martner, Rhona 2256 Brookfield Avenue Baltimore 17, Maryland	B. A. - 1949 Univ. Maryland	Baltimore County Primary
McGrail, Colette 2835 Erdman Avenue Baltimore 13, Maryland	B. A. - 1948 Notre Dame of Maryland	Baltimore City Intermediate
McNeil, Ruth 165 Pleasant Street Bridgewater, Massachusetts	B. A. - 1949 Mary Washington College	Harford County Primary
Mende, Lawrence Fox 17 Pine City, New York	B. S. - 1949 Mansfield State Teachers College	Worcester County Intermediate
Merkle, Shirley N. (Mrs.) Woodstock, Maryland	B. A. - 1946 Western Maryland	Baltimore County Primary

Miller, Mary Lee R.F.D. #2, Box 159 Laurel, Maryland	B. A. - 1949 Hood College	Baltimore City Primary
Mogowski, Jacquelyn 211 Roserood Avenue Baltimore 28, Maryland	B. A. - 1947 Western Maryland	Baltimore City Primary
Monocrusos, Elizabeth 3304 North Hilton Street Baltimore 16, Maryland	B. A. - 1946 Univ. Maryland	Baltimore City Intermediate
Moore, Mary Jane 635 Gorsuch Avenue Baltimore 18, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Intermediate
Morris, Eleanor 2816 Belmont Avenue Baltimore 16, Maryland	B. A. - 1948 Univ. Maryland	Baltimore City Primary
Motley, Elizabeth 121 Post Road Aberdeen, Maryland	B. S. - 1948 Longwood State Teachers College	Harford County Intermediate
Myers, Irene 256 East Main Street	B. A. - 1946 Western Maryland	Carroll County Primary
O'Terrall, Agnes 3816 Sequoia Avenue Baltimore 15, Maryland	B. A. - 1946 Notre Dame of Maryland	Baltimore City Primary
Piraino, Annette 1772 Lakeside Avenue Baltimore 18, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Primary
Prigel, Thelma 203 Second Ave. S.W. Glen Burnie, Maryland	B. S. - 1947 Bridgewater College	Anne Arundel Primary
Rankin, Tema 2110 Brookfield Avenue Baltimore 17, Maryland	B. A. - 1949 Univ. Maryland	Baltimore City Primary
Raphel, Evelyn L. (Mrs.) 5507 Lothian Road Baltimore 12, Maryland	B. A. - 1945 Notre Dame of Maryland	Baltimore County Primary
Rhein, Elayne M. 502 Worcester Road Towson 4, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Primary

Rheney, Martha c/o Mrs. W. J. Casey Ambassador Apts. Baltimore 18, Maryland	B. A. - 1949 Vanderbilt Univ.	Baltimore City Intermediate
Galtzer, Grace 1206 N. Charles Street Baltimore 1, Maryland	B. A. - 1948 Gettysburg College	Baltimore City Primary
Sause, Jean 2217 Chesterfield Avenue Baltimore 12, Maryland	B. A. - 1949 Western Maryland	Baltimore City Primary
Schnall, Barbara 457 Main Street Reisterstown, Maryland	B. A. - 1949 Univ. Maryland	Prince George County Primary
Schmidt, Charles Jos. 6914 Beech Avenue Baltimore 6, Maryland	B. S. - 1946 Loyola College	Baltimore County Intermediate
Shapiro, Lillian 2213 Eutaw Place Baltimore 17, Maryland	B. S. - 1948 Johns Hopkins Univ.	Baltimore City Intermediate
Sharp, Jean M. 3820 Kimble Road Baltimore 18, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Primary
Sibel, Miriam 4109 Fairview Avenue Baltimore 16, Maryland	B. A. - 1948 Univ. Maryland	Baltimore City Primary
Silverman, Beverly 3436 Auchentoroly Terrace Baltimore 17, Maryland	B. A. - 1948 Goucher College	Baltimore City Primary
Smith, Margaret 522 Elm Street Frederick, Maryland	B. A. - 1949 Hood College	Montgomery County Primary
Smith, Mildred C. (Mrs.) 5202 Nuth Avenue Baltimore 6, Maryland	B. S. - 1933 State Teachers College, California, Pennsylvania	Baltimore County Primary
Smith, Minnie E. (Mrs.) 1901 Park Avenue Baltimore 17, Maryland	B. A. - 1949 Western Maryland	Baltimore County Primary

Standisford, Mary C. 6607 Wells Parkway Riverdale, Maryland	B. A. - 1949 Univ. Maryland	Montgomery County Intermediate
Swain, Mary Dixon 4 West Burke Avenue Towson 4, Maryland	B. A. - 1948 Barnard College	Baltimore County Primary
Thomson, Helene (Mrs.) Francke & Seminary Ave. Lutherville, Maryland	B. A. - 1948 Maryland College	Baltimore County Intermediate
Thorn, Florine 4126 Kethland Avenue Baltimore 7, Maryland	B. A. - 1948 Goucher College	Baltimore City Primary
Twigg, Mary Ada 26 W. Green Street Westminster, Maryland	B. A. - 1949 Western Maryland	Carroll County Primary
Usher, William 2690 Liberty Parkway Baltimore 22, Maryland	Ph. B. - 1943 Loyola College	Baltimore County Intermediate
Valenti, Angela 3315 Grenton Avenue Baltimore 14, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Intermediate
Volk, V. Ruth 111 Chestnut Street Delmar, Delaware	B. A. - 1949 Western Maryland	Baltimore County Intermediate
Von Wallenstein, Carol 1447 Kitmore Road Baltimore 12, Maryland	B. A. - 1949 Univ. Maryland	Baltimore City Primary
Warren, Vivian 4 East 32nd Street Baltimore 18, Maryland	B. A. - 1946 Hunter College	Baltimore City Primary
Watkins, A. Jean Damascus, Maryland	B. A. - 1949 Western Maryland	Baltimore County Intermediate
Weigman, Marie C. 3 South Tremont Street Baltimore 29, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Intermediate

Wells, Shirley
W. Main Street
Ellicott City, Maryland

B. A. - 1949
Western Maryland

Baltimore County
Primary

Whelan, M. Honora
5310 Belleville Avenue
Baltimore 7, Maryland

B. S. - 1949
Univ. Maryland

Baltimore City
Primary

Wright, Wilson (Mrs.)
55 Mealey Parkway
Hagerstown, Maryland

B. A. - 1933
Hood College

Washington County
Intermediate

Young, Marguerita Gatlin (Mrs.)
8625 Irvington Avenue
Bethesda 14, Maryland

B.A. - 1938
Randolph-Hacon

Montgomery County
Primary

Zabel, Nancy Haskin (Mrs.)
8701-A Loch Bend Drive
Towson 4, Maryland

B.A. - 1948
Western Maryland

Baltimore County
Intermediate

SUPPLEMENT

Allender, Carolyn
Hampstead, Maryland

B. A. - 1948
Univ. Maryland

Baltimore County
Primary

Blaney, Clarbelle
118 W. Ostend Street
Baltimore 30, Maryland

B.A. - 1948
Western Maryland

Baltimore City
Intermediate

Bottosley, Nancy
129 S. Browning Road
Merchantville, New Jersey

B. A. - 1949
Goucher College

Baltimore City
Primary

*

Clark, Jean Heer
105 East 25th Street
Baltimore 18, Maryland

B. A. - 1949
Hood College

Baltimore City
Intermediate

Crouse, Oliver R. Jr.
616 Overbrook Road
Baltimore 12, Maryland

B. S. - 1949
Loyola College

Baltimore County
Intermediate

Davis, Vivian G.
2598 Druid Park Drive
Baltimore 11, Maryland

B. A. - 1947
Univ. Maryland

Baltimore City
Primary

Deibel, Harriet
5417 Furlington Way
Baltimore 12, Maryland

B. A. - 1948
Washington College

Baltimore City
Primary

Ferrin, Edith R.
909 Cook's Lane
Baltimore 29, Maryland

B. A. - 1939
New York Univ.

Baltimore City
Primary

*Burrows, Nancy K. (Mrs.)
801 North Broadway
Baltimore-5, Maryland

B. A. - 1949
Goucher College

Baltimore City
Primary

Garb, Betty 1811 Gwynns Falls Parkway Baltimore 17, Maryland	B. A. - 1949 Goucher College	Baltimore City Primary-Intermediate
Gardill, Jane E. 4304 Le Salle Avenue Baltimore 6, Maryland	B. A. - 1949 Gettysburg College	Baltimore City Intermediate
Getz, Betty * Del Air, Maryland	B. A. - 1949 Univ. Maryland	Baltimore City Primary
Kenney, James 23 Smith Street Wilkes-Barre, Penn.	B. S. - 1949 State Teachers College Mansfield, Penn.	Baltimore City Intermediate
Kilbourne, Anita 922 Belgian Avenue Baltimore 18, Maryland	B. A. - 1948 Notre Dame of Maryland	Baltimore City Primary
Martin, Edith Denbigh Hall Wilmington, Delaware	B. A. - 1949 Goucher College	Baltimore City Primary
* Nalley, Elizabeth L. 606 Lyndhurst Street Baltimore 29, Maryland	B. A. - 1949 Notre Dame of Maryland	Baltimore City Primary
Petr, Thomas J. 2907 Montebello Terrace Baltimore 14, Maryland	Ph. B - 1949 Loyola College	Baltimore City Intermediate
Sachs, Sheila 3819 Fernhill Avenue Baltimore 15, Maryland	B. A. - 1949 Goucher College	Baltimore City Primary
Tyler, Margaret 7413 Prince George Road Baltimore 7, Maryland	B. A. - 1940 Western Maryland	Baltimore City Intermediate
*Hoffman, Ruth 2406 Lakeview Avenue Baltimore 17, Maryland	B. A. - 1949 Univ. Maryland	Baltimore City Intermediate
*Mc Intosh, Vivian 7709 Wilson Avenue Parkville, Maryland	B. S. - 1934 Emporia State Teachers College	Baltimore County Visiting Teacher

Addenda

Bornstein, Leonard
2753 N. Second Street
Harrisburg, Pa.

B. A. - 1942
Harvard University
M. A. - 1947
University of
North Carolina

Anne Arundel Co.
Intermediate

Hall, Margaret
Church Hill, Maryland

B. A. - 1949
University of
Maryland

Harford County
Grades 3 & 4

Keller, Juanita
Jefferson, Maryland

B. A. - 1949
Susquehanna
University

Washington Co.
Intermediate

Passen, Florence
907 De Soto Road
Baltimore 23, Md.

B. Music - 1949
John Hopkins and
Peabody Conservatory

Baltimore City
Grades 3 & 4

Roseman, Bernice
4036 Hilton Road
Baltimore-15, Md.

B. A. - 1949
University of
Maryland

Baltimore City
Primary

Program for Monday, June 27

9:00 - 10:45 - Registration in the library
11:00 - 11:45 - Assembly in auditorium
12:00 - 1:00 - Lunch in Newell Hall Dining Room
1:00 - 2:00 - Section Meetings

Section 1 - Dr. Scott - Room 103
Section 2 - Miss Kennedy - Room 210
Section 3 - Mrs. Fowler - Room 209
Section 4 - Miss Dost - Room 1
Section 5 - Miss Shepperd - Room 27
Section 6 - Miss Young - Room 17

One textbook (Otto, Principles of Elementary Education) is required. It may be purchased in the Bookshop on the lower floor during your free time on Monday and Tuesday. The Bookshop will not be open after Tuesday, June 28.

Lockers for non-resident students may be obtained at the Information Desk upon payment of a 50 cent key deposit which will be refunded when key is returned.

Regular Program

In the morning session from 9 to 12, sections will have group discussions and scheduled observations in the Lida Lee Tall School. In the afternoon from 1 to 3 there will be committee meetings, seminars, and laboratory periods under the direction of consultants in art, music, public health, and handwriting.

Except in unusual cases, professional work will not be scheduled later than two o'clock on Friday. On Monday, July 4 classes will not meet. Classes will be resumed at nine o'clock on Tuesday, July 5.

Library

The library is located in the north wing of the Administration Building, on the main floor and the ground floor. The card catalog and the charging desk are in the hall between the two large reading rooms on the main floor, while the reference and periodical collections are on the ground floor. Books are arranged on open shelves according to the Dewey Decimal System of Classification.

The library will be open until 4 o'clock. Books may be withdrawn at 3 p.m. and are due the following morning before nine. On Friday books may be withdrawn at 1 p.m. for the week-end.

Rest Rooms

Room 104 may be used by men members of the conference. Room 27, on ground floor, will also be open for use of men.

Room 203 and 208, second floor, and Room 13 on ground floor will be open for use of women members of conference.

Cafeteria lunch will be served in Newell Hall from 12 noon to 1 p.m.

Non-resident members who wish to stay for dinner secure dinner tickets at 75 cents at the dormitory business office. Reservations must be made before noon on the day dinner is desired.

Parking

Parking is permitted in designated areas only. Those areas are located on the south side of the Administration Building and north side of Newell Hall. Parking spaces on the north side of the main parking area are reserved for the faculty and the staff. The south side is for students' cars. When parking is not available on the grounds in designated areas, it is expected that cars will be parked on the York Road.

Recreation

The lounge on the lower floor provides a spot where men and women students may meet informally and chat over a "coke" or cigarette.

Tables and chairs have been placed in the sunken gardens and on the lawn for use during the summer. It is hoped that all students will share their responsibility in returning bottles to their proper racks and disposing of refuse in provided containers.

Attention of students is also called to the woodland park and recreation area behind the campus school. There are facilities for picnic suppers and other outdoor activities. Regulations concerning the use of the Glen are posted on the bulletin board in the Administration Building. All requests for use of the Glen must be scheduled on the Glen calendar in the Main Office.

The tennis courts are available for college students in the afternoon. Players are required to wear tennis shoes on the courts.

Towson Restaurants

Hooper's Restaurant - 3 West Chesapeake Avenue - Towson, Md.

The Penn Hotel - 15 West Pennsylvania Avenue - Towson, Md.

The Maryland Restaurant - 423 York Road - Towson, Md.

Information For Resident Students

1. Registration - Resident students will pay room and board fees at the Business Office in the Administration Building Monday morning, June 27. Other fees will be paid to Miss Smith in the Dormitory Business Office. They are:
 - (a) fifty-cent fee for use of service rooms
 - (b) fifty-cent fee for mailbox
 - (c) fifty-cent deposit for room key, refunded when key is returned.
2. Men students have been assigned to rooms in one wing of Newell Hall. Women students have been assigned to rooms on the second floor of Newell Hall. Two students have been assigned to a room.
3. All summer students are requested to use Newell Hall front entrance in the evenings. The door will be open until 10:30 p.m. If you expect to be out later than 10:30 p.m., please sign the hall book and check in when you return so that the man on duty will know whom to expect. Between 10:30 p.m. and 12 midnight an attendant will open the door when you ring the doorbell. If you expect to be out after midnight special arrangements will have to be made to admit you. Report your need to the person on duty.
4. Maid service is not available. We shall have to ask you to make your own beds.
5. Telephones for out-going calls are located near Newell Hall Foyer (Towson 9708, Towson 9806). Incoming calls may be received on Towson 7502 until 10:30 p.m. There will be no one to take phone messages after 10:30 p.m.
6. All meals will be served in the Newell Hall Dining Rooms. Resident students will show their registration cards at the door as they go into the room for breakfast and dinner. Cafeteria lunch will be served from 12 noon to 1 p.m.
7. The college reserves the morning and the early afternoon until 3 o'clock for professional work. The social rooms, radio, phonograph, and ping-pong tables are available to boarding students for recreation after 3 p.m. Phonograph and records are available in Newell Hall Foyer during the lunch hour to all students.
8. Resident students may park their cars in the parking lot, south of the Administration Building. Please do not park in spaces marked No Parking; never in front of the buildings or in the kitchen court.
9. Keep your doors locked at all times. Money and valuables may be placed in the safe in the Business Office in Newell Hall. Office hours: 9 a.m. - 4 p.m., Monday through Friday. Deposits and withdrawals must be made during these hours.

State

Teachers

College

Towson, Maryland



Catalogue 1949-50

Eighty-Fourth Year



AIRPLANE VIEW OF THE STATE TEACHERS COLLEGE AT TOWSON



ADMINISTRATION BUILDING

The State Teachers College at Towson



CATALOGUE 1949-1950

Eighty-Fourth Year Begins September, 1949

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STATE TEACHERS COLLEGE
TOWSON, MARYLAND
CALENDAR FOR 1949-1950

First Semester

Sunday, September 11	Dormitories open for freshman resident students after 3:00 p.m.
Monday, September 12	Freshmen and new students report as directed, 9:00 a.m. Every new student must be present from September 12 through 16 to complete registration, take placement examinations and meet other requirements
Wednesday, September 14	Junior college sophomores register
Thursday, September 15	Teachers college sophomores, juniors and seniors register. After 9:00 a.m. dormitories will be open for former students
Friday, September 16	Instruction begins
Wednesday, November 23	Thanksgiving recess begins—5:00 p.m.
Monday, November 28	Thanksgiving recess ends—9:00 a.m.
Wednesday, December 21	Christmas recess begins—5:00 p.m.
Tuesday, January 3	Christmas recess ends—9:00 a.m.
Thursday, January 26	First semester ends

Second Semester

Friday, January 27	Juniors and seniors register
Tuesday, January 31	All freshmen and sophomores register
Wednesday, February 1	Instruction begins
Wednesday, April 5	Easter recess begins— 5:00 p.m.
Tuesday, April 11	Easter recess ends— 9:00 a.m.
Friday, June 9	Second semester ends

Commencement Events

Saturday, June 10	Alumni Day and Dinner
Sunday, June 11	Baccalaureate Sermon
Monday, June 12	Class Day
Tuesday, June 13	Commencement

Lida Lee Tall School (Laboratory School)

Wednesday, September 7	School opens
Friday, June 9	School closes

STATE BOARD OF EDUCATION AND TRUSTEES
of the
STATE TEACHERS COLLEGE
TOWSON, MARYLAND

TASKER G. LOWNDES, B.L., L.H.D., *President*
Cumberland

NICHOLAS OREM, *Vice President*
Hyattsville

WENDELL D. ALLEN
Baltimore

HORACE M. MORGAN
Queen Anne

Mrs. ALVIN THALHEIMER
Baltimore

MRS. E. CURTIS WALKER
Chevy Chase

THOMAS G. PULLEN, JR., A.B., M.A., Ed.D., Litt. D.
State Superintendent and Secretary of the Board
Catonsville

ADMINISTRATIVE OFFICERS OF THE COLLEGE

EARLE T. HAWKINS.....*President*

ANITA S. DOWELL.....*Assistant to the President*

REBECCA C. TANSIL.....*Director of Admissions*

CHARLES V. AKELEY.....*Acting Business Manager*

IRENE M. STEELE.....*Principal, Lida Lee Tall School*

AZILE M. FLETCHER.....*Director of Student Activities*

MARY S. BULKLEY.....*College Physician*

DOROTHY W. REEDER.....*Librarian*

ELSIE PANCOAST WASSON.....*Dietitian*

MAURICE W. RICHARDSON . . . *Superintendent of Buildings
and Chief Engineer*

AUDLEY R. BUTLER.....*Superintendent of Grounds and
Farm Manager*

FACULTY

1948-1949

EARLE T. HAWKINS *President*
A.B., Western Maryland College; M.A., Teachers College, Columbia University; Ph.D., Yale University;
LL.D., Western Maryland College

ANITA S. DOWELL *Assistant to the President*
Health Education
A.B., Goucher College; M.A., Teachers College, Columbia University; Ph.D., Johns Hopkins University

MARY CLARICE BERSCH *Psychology, Education*
B.S., George Peabody College for Teachers; M.A., Teachers College, Columbia University; graduate study, University of California, University of Mexico, University of Chicago

PEARLE BLOOD *Geography*
B.S., Teachers College, Columbia University; M.A., Columbia University; graduate study, University of Chicago

ARTHUR W. BREWINGTON *English*
A.B., Asbury College; M.A., Cornell University; Ph.D. George Peabody College for Teachers

BERNICE A. BROUWER *Art*
A.B., Western Michigan College of Education; M.A., Teachers College, Columbia University

MARY S. BULKLEY *Resident Physician, Health Education*
B.S., Nebraska Wesleyan University; M.D., University of Nebraska

WILLIAM A. CLARKE, JR. *Health, Physical Education*
A.B., Fordham University; M.A., Teachers College, Columbia University

LOUIS T. COX, JR. *Science*
B.S., State Teachers College at Towson; M.A., Teachers College, Columbia University

EUNICE K. CRABTREE *English*
A.B., M.A., George Washington University; Ed.D., Johns Hopkins University

- COMPTON N. CROOK.....*Science*
B.S., M.A., George Peabody College for Teachers
- ELNA J. DANIELS.....*Physical Education*
A.B., Barnard College; M.A., Teachers College, Columbia
University; graduate study, Teachers College, Columbia
University
- FAY FISHER*English*
A.B., James Millikin University; A.M., University of
Illinois; Ph.D., Columbia University
- AZILE M. FLETCHER.....*Director of Student Activities*
A.B., Lander College; M.A., Furman University
- JULIA C. FOWLER.....*Education*
B.S., M.A., Teachers College, Columbia University;
graduate study, Vassar College, New York University,
University of Chicago
- VIRGINIA G. GERDES.....*Assistant Director of*
Student Activities, English
A.B., Rosemont College; M.A., Teachers College, Colum-
bia University; graduate study, Pennsylvania State
College
- W. FRANK GUESS.....*English*
A.B., Presbyterian College; M.A., University of
North Carolina
- WILLIAM H. HARTLEY.....*Director of Student Teaching*
B.S., Springfield College; M.S., Ed.D., Teachers College,
Columbia University
- NINA HUGHES*English*
A.B., Florida State College for Women; M.A., Catholic
University of America
- ALICE IMHOFF*Art*
B.S., Oregon College of Education; M.A., Teachers
College, Columbia University
- *MARY CATHERINE KAHL.....*History*
A.B., M.A., University of Maryland; graduate study,
University of Wisconsin

*On leave of absence, 1948-1949

- MARIUS H. LIVINGTON.....*Geography, History*
B.S., M.A., New York University; graduate study,
New York University
- JOHN W. McCLEARY.....*History*
A.B., Johns Hopkins University; M.A., University of
Wisconsin; Ph.D., Johns Hopkins University
- HAZEL E. MacDONALD.....*Music*
B.S., M.A., Teachers College, Columbia University
- MARGARET J. McKIBBEN.....*Science*
B.S., Grove City College; M.S., University of Pittsburgh
- JOHN CARTER MATTHEWS.....*History*
A.B., Davidson College; M.A., Ph.D., University
of Virginia
- DONALD I. MINNEGAN.....*Physical Education*
B. Phys. Ed., Springfield College; M.A., New York
University; Ed.D., George Washington University
- HAROLD E. MOSER.....*Mathematics, Psychology*
B.S., Johns Hopkins University; M.A., New York
University; Ph.D., Duke University
- LOIS D. ODELL.....*Science*
A.B., New York State College for Teachers, Albany;
M.A., Cornell University; graduate study,
Cornell University
- HAROLD C. PAUL.....*English*
A.B., Colby College; graduate study, Fordham University
- DOROTHY W. REEDER.....*Librarian*
A.B., Susquehanna University; B.S. in Library Science,
Drexel Institute of Technology; M.A. in Library
Science, University of Michigan
- MARY E. ROACH.....*Physical Education*
B.S., New York University; M.A., Teachers College,
Columbia University
- LUCY SCOTT.....*Director of Student Teaching*
B.A., Trinity University; M.A., Teachers College,
Columbia University; Ph.D., State University of Iowa

- IRENE M. STEELE.....*Principal, Lida Lee Tall School*
B.S., M.A., Teachers College, Columbia University;
graduate study, University of Chicago and Columbia
University
- REBECCA C. TANSIL.....*Director of Admissions, Registrar*
A.B., University of Tennessee; M.A., George Peabody
College for Teachers; Ph.D., Columbia University
- ELSIE PANCOAST WASSON.....*Dietitian*
B.S., University of Maryland; M.S., Teachers College,
Columbia University
- E. CURT WALTHER.....*Geography, Social Science*
A.B., Cincinnati University; M.A., Teachers College,
Columbia University; Ed.D., Johns Hopkins University
- ERNEST O. VON SCHWERDTNER.....*Modern Languages*
A.B., St. John's College; graduate study, Johns Hopkins
University
- J. FREDERICK WEAVER.....*Mathematics*
B.S., M.S., Bucknell University; graduate study, Duke
University and Johns Hopkins University
- JOE YOUNG WEST.....*Science*
B.S., M.A., George Peabody College for Teachers; Ph.D.,
Columbia University
- PAUL M. WEST.....*English*
B.S., Delta Teachers College; M.A., George Peabody
College; graduate study, Johns Hopkins University
- EMMA E. WEYFORTH.....*Music*
A.B., Goucher College; M.A., Teachers College,
Columbia University
- EARL T. WILLIS.....*Social Science*
A.B., Washington College; M.A., Teachers College,
Columbia University; Ed.D., George Washington
University
- HAZEL E. WOODWARD.....*Education, History*
A.B., University of Minnesota; M.A., Teachers College,
Columbia University; graduate study, Teachers
College, Columbia University

LIDA LEE TALL SCHOOL

1948-1949

Campus Laboratory School

IRENE M. STEELE *Principal*
B.S., M.A., Teachers College, Columbia University;
graduate study, University of Chicago and Columbia
University

MARY A. GROGAN *First Grade*
B.S., M.A., Teachers College, Columbia University;
graduate study, Harvard University

AGNES E. CARLTON *Second Grade*
A.B., Salem College; M.A., Teachers College, Columbia
University; graduate study, Johns Hopkins University

E. HEIGHE HILL *Third Grade*
B.S., Johns Hopkins University; M.A., Teachers College,
Columbia University

LENORA C. BRENNAN *Fourth Grade*
B.S., Western Michigan College of Education; M.A.,
Teachers College, Columbia University

C. GLADYS HUGHES *Fourth Grade*
A.B., Woman's College, University of North Carolina;
M.A., George Peabody College for Teachers; graduate
study, New York University and Johns Hopkins
University

MARGUERITE C. DOUGHERTY *Fifth Grade*
B.S., M.A., Teachers College, Columbia University;
graduate study, University of Pennsylvania, Uni-
versity of Berlin and Johns Hopkins University

MARGUERITE S. SEAMAN *Sixth Grade*
B.S., Johns Hopkins University; A.M., University of
Chicago

HILDA KESTNER *Sixth Grade*
B.S., M.A., Teachers College, Columbia University;
graduate study, University of Maryland

STUDENT TEACHING CENTERS

1948-1949

Baltimore City—Elementary Schools

- VIVIAN I. CORD.....*First Grade, School No. 55*
B.S. and graduate study, Johns Hopkins University
- ELSIE M. ECKER.....*Second Grade, School No. 59*
B.S., University of Maryland
- B. OLGA TIMMONS.....*Third Grade, School No. 236*
Diploma, Maryland State Normal School; study, Johns
Hopkins University
- ANNE WILLIAMS.....*Fourth Grade, School No. 236*
B.S., State Teachers College at Towson; graduate study,
University of Maryland
- JOSEPHINE TORO*Fifth Grade, School No. 55*
Diploma, Maryland State Normal School; study, Johns
Hopkins University
- SOPHIA A. LEUTNER.....*Sixth Grade, School No. 59*
B.S., Johns Hopkins University; M.A., Teachers College,
Columbia University

Baltimore City—Junior High Schools

- MARGARET RUSSELL*History, School No. 90*
A.B., Goucher College
- MARIE CONSTANCE VINCI.....*History, School No. 41*
B.S., Johns Hopkins University; graduate study, Cornell
University, University of Maryland, Johns Hopkins
University
- TILLIE SNYDER*Science, School No. 90*
A.B., Goucher College
- DORA ANDREWS.....*Science, School No. 91*
B.S., Johns Hopkins University
- ADELE D. PRITCHETT*Science, School No. 49*
A.B., Goucher College

HARRY CHAYT *Geography, School No. 45*
B.S., Johns Hopkins University

Baltimore County—Elementary Schools

JOHN M. CHILCOAT *Lutherville Elementary School*
B.S., State Teachers College at Towson

IRENE SCALLY *Towson Elementary School*
B.S., University of Maryland

ELIZABETH M. YODER *Loch Raven School*
Diploma, Maryland State Normal School; study, University
of Maryland

RUBY ANNE DAHLGREN *Loch Raven School*
B.S., University of Maryland; M.A., Teachers College,
Columbia University; graduate study, Teachers College,
Columbia University

Baltimore County—Junior High Schools

STELLA HUTCHISON *Core Program, Catonsville*
High School
B.S., University of Maryland

THEODORE GEORGE *Core Program, Kenwood*
High School
B.S., Johns Hopkins University

LOUELLA H. WOODWARD *Core Program, Sparrows*
Point High School
B.A., and B.S., Radford College

HELEN E. HALE *Mathematics-Science, Towson*
High School
A.B., Goucher College

LIBRARY STAFF

DOROTHY W. REEDER *Librarian*
A.B., Susquehanna University; B.S. in Library Science,
Drexel Institute of Technology; M.A. in Library
Science, University of Michigan

BERNICE B. WEITZEL.....*Cataloger*
A.B. in Library Science, University of Michigan; B.S.,
Brigham Young University

MERLE YODER*Circulation*
Diploma in Library Science, Western Reserve Univer-
sity; B.S., University of Maryland

MARJORIE M. MOHLHENRICH.....*Faculty Reserves and*
Circulation
B.A., Goucher College; M.A., Gallaudet College

ADMINISTRATIVE STAFF

ADDA L. GILBERT.....*Secretary to President*

LELA B. MAGNESS.....*Stenographer, Main Office*

VIRGINIA L. CADE.....*Stenographer, Main Office*

MARGARET G. BARALL.....*Principal Account Clerk*

FRANCES GILL*Stenographer, Accounting*

JANE E. WILLIAMS.....*Senior Account Clerk*

A. LOUISE BURKINS.....*Clerk*

AGNES T. DEBAUGH.....*Assistant Registrar*

EMILY A. PAYNE, A.B.....*Stenographer, Registrar's Office*

MARION C. KRIDER, B.S.....*Stenographer, Registrar's Office*

WINIFRED N. BAKER.....*Stenographer, Lida Lee Tall*
School Office

M. KATHLEEN SMITH.....*Typist, Dormitory Office*

LISLE H. FERGUSSON, R.N.....*Resident Nurse*

ALICE HOLZHAUER, B. S.....*Assistant Dietitian*

SUE W. RICHARDSON.....*Book Shop Manager*

ROSE LEE GILBERT.....*Assistant in Book Shop*

THE COLLEGE

The State Teachers College at Towson is a four-year college, accredited by the American Association of Colleges for Teacher Education, the Middle States Association of Colleges and Secondary Schools and the Maryland Board of Education. It is a member of the American Council on Education. The college is an integral part of the educational system of the State of Maryland. It is governed by the State Board of Education and is supported almost entirely by legislative appropriations. No tuition is charged for the teacher-education program and students pay only such fees as are used in their own activities.

FOUNDING AND EARLY HISTORY

The Maryland Legislature of 1865 passed a law establishing the Maryland State Normal School which was opened on January 15, 1866. For many years it was the only institution devoted exclusively to the preparation of teachers for the public schools of Maryland.

The school had three different locations in Baltimore before its removal to Towson. The site best remembered is at Lafayette Square where the institution was housed from 1876 to 1915. This building still stands as one of the most interesting landmarks in the history of public education in Maryland.

PURPOSES AND OBJECTIVES

The college believes firmly in the value of a general or liberal education. It provides, therefore, offerings in the arts, sciences, social sciences, and humanities. It holds, furthermore, that all of the elements of the institution—the curriculum, the student activities, the dormitory and social life, the athletic program—should be organized and evaluated in terms of their contribution toward the development of alert, informed, mature, and socially conscious individuals.

The college is convinced that the really educated person will demonstrate his competency as an individual, as a member of democratic society, and as a successful member of his trade or profession.

The majority of the students at Towson are enrolled in the four-year teachers college curriculum. A smaller group

are students in the junior college program. For both groups the college aims to develop:

Familiarity with and appreciation of our cultural heritage.

Increasing facility in independent thinking.

Sound personal philosophy and wholesome ideals.

Appreciation of democratic values and competency in democratic living.

Sound physical and mental health.

Wholesome recreational and leisure time interests.

In harmony with these objectives the college provides:

Challenging functional courses in general education.

Opportunity for electives in line with individual interests and abilities.

Individual and group counseling service.

Health services and counseling.

A varied program of student activities.

Student participation in and responsibility for many phases of the college program.

The Teachers College

The teachers college program admits promising and qualified high school graduates. Through a four-year college program it gives these students the education, training, and professional outlook which will enable them not only to perform successfully the function of a teacher in the elementary or junior high schools of the State, but also to participate in and contribute to the economic, civic, and social group-life of America today.

The college seeks to do this through an integrated program of general and professional education designed to develop the teacher as an individual and as a member of the teaching profession. In addition to the items mentioned under "Purposes and Objectives" the program offers:

A freshman orientation course to give the new student an over-all view of public education today and to assist him in selecting his field of major interest— kindergarten, elementary, or junior high school teaching.

Psychology and child-study courses to assist the student in understanding and working with children.

Functional professional courses in the art and science of teaching, including observation of typical school procedures.

A semester of student teaching-work in an elementary or junior high school classroom under the guidance of an experienced and competent teacher.

The Junior College

The junior college, established in 1946, has a two-fold purpose:

First, to offer a well-rounded two-year program of liberal arts education.

Second, to equip the student to pursue successfully his third and fourth college years in the institution to which he may later transfer.

The program is planned to enable the student to complete prerequisites for professional courses in senior colleges and includes pre-law, pre-nursing, journalism, and other non-technical courses. Since the teachers college program at Towson prepares only for elementary or junior high school teaching, the prospective teacher who wishes to teach in senior high school may take the junior college program at Towson and complete preparation for senior high school teaching in a university or liberal arts college which prepares for such teaching.

The program is not designed for engineering students or for students who wish to take only two years of college. In other words, the junior college at Towson does not offer what are commonly called "terminal courses." Its entire emphasis is on providing the first two years of college for students who expect to continue their education in another institution. The junior college student receives careful counseling in his selection of courses so that his transfer at the end of two years may be effected without difficulty.

The student in the junior college shares equally with the teachers colleges student in the over-all student life of the college.

DEVELOPMENT OF CURRICULA

From its founding in 1866 until 1931 the school offered a two-year course for the preparation of elementary school teachers. In 1924 the Training School for Teachers in Baltimore City was closed and the education of teachers for the elementary schools of Baltimore City, as well as for the counties, became the responsibility of the Maryland State Normal School.

In 1931 the course of study was increased to three years and in 1934 to four years. The legislature of 1935 authorized the college to grant the bachelor of science degree and the name of the institution was changed to the State Teachers College at Towson.

Until 1946 the State Teachers College at Towson adhered to the single purpose for which it was founded—that of educating teachers for the elementary schools. Since that time, two types of education have been added. A junior college division was established in 1946 to offer two years of college work on a transfer basis. In 1947 the college increased its offerings to prepare teachers for the junior high school program of the state.

Beginning with the fall session of 1949-50, a program will also be available for the preparation of teachers of pre-school children.

STATUS OF TEACHING IN MARYLAND

Laws passed by the Maryland Legislature in 1947 improved both the financial and the working conditions of teachers. The new salary scale places the minimum salary at \$2200 with the maximum at \$3800. Many counties and Baltimore City pay from \$100 to \$400 more than the State minimum as a beginning salary and the maxima are from \$100 to \$1200 more than the state scale. Vacancies in administration and supervision are filled by promoting experienced and able teachers who have the necessary qualities of leadership and personality, and have prepared themselves through further study.

There is at present a grave shortage of teachers for the elementary schools of Maryland. This shortage will become even greater due to the reduction of class size which will im-

prove teaching conditions, but will call for more teachers. The increased birth rate means that more children will be entering school for the next several years. For these reasons this is an opportune time for high school graduates who have the necessary qualifications to prepare for teaching.

CAMPUS AND BUILDINGS

In 1915 the school moved to its present site in the southern part of Towson, on the York Road, one of the main thoroughfares connecting Baltimore with northern communities. The eighty-eight acre campus, one of the most beautiful in this part of the country, includes lawns, athletic fields, a wooded area and the college farm. The campus offers healthful outdoor recreation and opportunity for coordinating classroom instruction with field study.

Though removed from the congestion of a large city, the college is near enough to Baltimore for the students to share in the cultural advantages that a city of its size offers. Various institutions such as the Johns Hopkins University, the Peabody Conservatory of Music, museums and libraries contribute to the intellectual and social interests of the area. The city affords unusual offerings in opera, concerts, symphonies and stage productions.

The Administration Building contains administrative offices, auditorium, classrooms, laboratories, reception rooms, and the library.

The library is located in the north wing of the Administration Building, on the second floor, and consists of a collection of approximately 33,000 volumes, exclusive of periodicals. The books are arranged on open shelves, and are classified according to the Dewey Decimal system. The reference collection, consisting of standard dictionaries and encyclopedias, atlases, and indexes, is in the reading room on the ground floor. Here, also, are the current and back copies of the periodicals and their indexes, and the pamphlet and picture files. A special collection of juvenile literature, for the use of students preparing for the teaching profession, is a part of the college holdings. In addition, college students are granted the privilege of using the well equipped library for children in the Lida Lee Tall School.

The State Department of Education maintains a Curriculum Laboratory in the Administration Building, where teachers and students may become familiar with the materials of instruction and curriculum planning.

In this building the college operates a book shop where students may secure textbooks and supplies.

The Lida Lee Tall School is the laboratory school used for observation, demonstration, and the practice of teaching. The school was named for Lida Lee Tall, president of the college from 1920 to 1938, under whose administration the present building was erected. Early in its history it was called the Model School and later the Campus Elementary School. In addition to classrooms, the building contains offices, a cafeteria and an auditorium. It is a six grade elementary school attended by children of the nearby communities, and it has played an important part in the program for teacher education since the year of 1866.

The Gymnasium includes a large playing floor, spectators' balcony, offices, special rooms for individual physical education work, and shower, locker and dressing room facilities.

Newell Hall, named for McFadden Alexander Newell, the founder and first principal of the institution, is one of the two residence halls for women. In this hall there are the offices of the social director, the dietitian, and the physician, the dining room and the infirmary. The dining room has a seating capacity of 500. It is open to day students and faculty at lunch time. The infirmary occupies the south wing of the first floor. Students' rooms on the first and second floors are arranged in suites of two rooms with bath. Each room accommodates two or three students. The third floor has the usual dormitory arrangement of rooms and group baths.

Richmond Hall, named for a former principal of the school, Sarah E. Richmond, adjoins Newell Hall. This dormitory is occupied by freshmen and some members of the Freshman Advisory Council. Most of the rooms accommodate two students. There are a few single rooms and a sleeping porch with adjoining dressing and study rooms. The

large and attractive parlor on the first floor of this building is a center for social life on the campus.

Glen Esk, the President's home, is located on the northern part of the campus. The large house is surrounded by some rare trees planted years before the college acquired the Towson site.

Other Residences on the campus are occupied by the superintendent of buildings, the superintendent of grounds, and the gardener.

The Service Building includes the heating plant, engineers' offices, and the laundry. The top floor of this building, formerly used as a gymnasium, now serves as a men's dormitory.

The Glen, a recreation and conservation area, contains ten acres, part woodland, in a continual state of development.

EXPANSION PROGRAM

Increase in enrollment at the college has made it necessary for the institution to look forward to expansion and growth.

On the recommendations of a committee appointed by the State Board of Education in the spring of 1948 to survey the facilities at the college, plans were presented to the State Legislature for ultimately doubling the present capacity of the institution.

Anticipated building needs include a library building to house 100,000 volumes, dormitory facilities for men, further dormitory facilities for women, additional classroom space, enlarged and increased physical education facilities, a new and larger campus elementary school building, a student union, faculty and staff housing, and expanded dining room facilities.

The Legislature of 1949 has appropriated funds for the first units of the building program, including two new dormitories, and additions to the dining hall and power plant. These buildings will be erected as soon as plans can be approved and contracts obtained.

ACADEMIC REGULATIONS

ADMISSION REQUIREMENTS

Students who seek to enter the teaching profession should possess the necessary physical, mental and social characteristics. In addition to the transcript of high school credits and grades, a confidential report concerning the student's qualifications is received from each high school. *Application for admission should be filed by May 15 prior to the September when admission is desired.* Provisional admission can be made on the basis of records at the end of the first half of the senior year in high school. Applicants are notified of final acceptance only after graduation records are on file in the college Admissions Office. The admissions requirements are:

1. Graduation from an approved high school.*

An approved high school is a standard public high school or an accredited non-public secondary school.

2. Recommendation from local school officials.

Each candidate for admission from a Maryland public high school must be recommended by both the high school principal and the superintendent of schools in whose area the high school is located. A graduate of a non-public Maryland school or an out-of-state school must have the recommendation of the high school principal.

3. Specific subject matter units.

All applicants must have completed a well-organized curriculum totaling 16 units, including the following subjects required for graduation from any Maryland public high school:

English	4 units
Mathematics	1 unit
Social Sciences, of which 1 unit must be in United States History.....	2 units
Science	1 unit
Electives	8 units
Total	16 units

*Applicants over 19 years of age who are not graduates of approved high schools and veterans whose high school records are not sufficiently high may qualify for admission by making satisfactory grades in the Equivalence Examinations given by the State Department of Education.

4. Achievement in Scholarship

A. The scholarship standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same. They are as follows:

County Students

The scholarship standard set up by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least sixty per cent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students who do not meet this standard may be considered for admission on the recommendation of the high school principal and the approval of the superintendent of schools.

Baltimore City Students

The basis of certification for admission to the teachers college is that the applicant must have made an average of eighty per cent in the last two years of high school work. Students not meeting this average may be considered for admission on the recommendation of the high school principal and with the approval of the superintendent of schools.

B. The testing programs now operating in the high schools and the freshman testing program of the college are regarded as sources of important supplementary data. Results of these tests are utilized in analyzing a student's potentialities and may serve as an additional basis for determining a student's readiness for college.

5. Certification by the college physician.

Applicants must meet acceptable standards of health and physical fitness; therefore a thorough physical examination by the college physician is required of all students.

6. Citizenship in the United States

According to a by-law passed by the State Board of Education, only citizens of the United States shall be employed in the State public school system or admitted to the state teachers colleges.

ADVANCED STANDING REQUIREMENTS

In addition to meeting the regulations under Admission Requirements immediately preceding, an applicant for advanced standing must present an acceptable academic record from the college that he last attended.

Credit is given only for the completion of college courses that approximate those offered in the teachers college. No transfer credit is allowed for courses in which the applicant has made D grades.

A satisfactory record in the college is necessary to establish advanced standing. Advanced standing is thus provisional until the student shows that he can carry the college work successfully.

A student may not transfer from one of the state teachers colleges to another except by written permission from the State superintendent of schools after the request has been acted upon by the State Board of Education. A student with failures will not be considered for transfer.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every student applying for admission to the teacher-education program is required to sign the pledge to teach two years in Maryland immediately following graduation.

VETERAN STUDENTS

Under Public Law 346 or Public Law 16, veterans may study at the State Teachers College at Towson, in either the teacher education or junior college division. Close contact is maintained between the Veterans Administration and the college through the registrar's office, and veterans are assisted in the completion of papers necessary to insure registration and prompt subsistence payments.

Veterans are routed to the college through various guidance centers and the college may refer student veterans to various Veterans Administration offices for special testing or counseling.

REGISTRATION

Registration dates are shown on the college calendar (page 4). Students are responsible for their registration and are not permitted to attend classes without having properly registered.

A veteran, to be registered as a veteran, must present his Certificate of Eligibility to the registrar's office.

STUDENT LOAD

The normal student load is sixteen semester hours of credit per semester. Freshman and sophomore students in the teacher-education program will register for sixteen hours each semester. Junior and senior students may register for seventeen credit hours but no student may carry a program in excess of seventeen hours without special permission from the Committee on Academic Standing.

CHANGE OF COURSE OR SCHEDULE

Courses changed after registration must be approved by the instructor or instructors of the courses involved and the registrar. No change may be made after the first week of classes unless for reasons outside of the student's control.

CLASSIFICATION OF STUDENTS

Class rank is based upon the number of semester hours completed by a student as follows: freshmen, 0-30 semester hours; sophomores, 30-60 semester hours; juniors, 60-90 semester hours; seniors, above 90 semester hours.

MARKING AND POINT SYSTEM

A seven-point grading system is used and the following grades indicate the quality of work. A, B, C +, C, C-, D, F, Inc. "D" is passing but represents work of poor quality and "D" grades are not transferrable. "F" means a failure and carries no credit. "Inc.," or Incomplete, given at the end of any semester, becomes a failure unless removed within *three weeks*.

The academic average of a student is determined by weighting the grades received in individual courses and dividing by the total credit load. The following numerical values are attached to the grades:

A - 7	C minus - 3
B - 6	D - 2
C plus - 5	F - 1
C - 4	Inc. - 0 - until removed

Every student receives a semester and a cumulative average at the end of each semester.

STANDARDS OF WORK REQUIRED

1. A student must maintain an academic average of 3.5 or above to be in good standing in the college.
2. Failure in a subject delays graduation unless the Committee on Academic Standing grants permission to attend a summer session and transfer this credit to the college.
3. The complete records of students are reviewed by the Committee on Academic Standing at the close of each semester and both academic and personality development are considered in this action. A student failing to make an average of "C" in any semester is placed on probation and must make an average of at least 3.5 by the close of the following semester or withdraw from the college. If at any time the Committee on Academic Standing feels a student does not demonstrate the personal qualifications necessary for teaching, he may be asked to withdraw.
4. To be eligible to hold a major office in any student organization or to represent the college as an official delegate a student must have a cumulative average of 4.0 or above.
5. A student is not permitted to enter the professional courses of the junior year if he has failures in required academic courses, less than a 3.5 average, or an excess of twenty per cent of "D" grades. A delay in entering the professional courses usually delays graduation.

A student who makes more than one "D" grade in any one semester of the professional courses preceding student

teaching will not be permitted to enter student teaching and is usually advised to withdraw from the college. If permitted to remain he must take an additional semester of work before entering student teaching.

ATTENDANCE AND PUNCTUALITY

Regular attendance in classes is essential to good work, and a careful record is kept of all class absences and tardinesses. Three tardinesses are considered equivalent to one absence, and each absence before or after a holiday is counted as two absences. Unexcused absences will lower the grade in a course. Attendance records are carefully considered by the Committee on Academic Standing and a poor attendance record is considered in the elimination of a student.

No student may be excused from taking the semester examinations at the time scheduled except for illness or other approved reasons. In case of illness, a doctor's certificate must be presented. Students who are so excused will be permitted to take the examination at the time arranged by the college authorities. Failure to take a final examination constitutes a failure in the examination.

WITHDRAWALS

No withdrawal is official unless the student completes the official withdrawal card and files it with the registrar's office.

GRADUATION REQUIREMENTS

To be eligible for graduation a student must have—

1. earned a total of 128 semester hours of credit
2. satisfied the course requirements of the curriculum he has elected to follow
3. maintained a cumulative average of at least 3.5
4. secured a grade of C- or better in student teaching
5. been in residence for at least one year and earned at least thirty hours in this institution
6. satisfied the speech requirement

CERTIFICATES

Each graduate of the State Teachers College is eligible to receive a Bachelor of Science Certificate in Elementary or Junior High School Education from the State Department of Education. This certificate is valid for teaching in the counties of the state for three years and is renewable upon evidence of successful experience and professional spirit.

Graduates who wish to teach in Baltimore City must take the professional examinations, the successful completion of which places them on the eligible list to teach in the elementary grades and junior high school of the Baltimore City system. This civil service plan, dating from 1898, is part of the Baltimore City Charter.

EXPENSES, LOANS AND SCHOLARSHIPS

TUITION

For Maryland residents who register for the teachers college program no tuition is charged. Those who enroll in the junior college pay \$100 for tuition.

For out-of-state students the tuition is \$200 per year for enrollment in either the teachers college or the junior college.

OTHER FEES

An activities fee of fifteen dollars a year is assigned to the Student Government Association fund for class dues, student publications, athletics, dramatics, assembly programs, and other authorized projects.

An athletic fee of ten dollars a year is assigned to the athletic association and used for the athletic program.

A breakage deposit of five dollars is collected from each student upon entrance. This is not an annual fee. It is refundable in whole or in part when the student graduates or withdraws, depending upon the charges against his record.

A late registration fee of two dollars is charged to any student who registers after the date of registration named in the calendar.

RESIDENCE COSTS

Resident students who live *on the campus* pay \$216 for room and board for the academic year. Students who live *off the campus* and take their meals in the college dining hall pay \$180 for the academic year. All expenses are payable in two equal installments on the registration day of each semester.

ROOM RESERVATION DEPOSITS

A deposit of ten dollars is required of all applicants who desire to board at the college. This deposit should be sent with the application for admission and is deducted from the amount due upon entrance.

OTHER EXPENSES

A student is expected to buy the textbooks required by his courses. These may be purchased in the college bookshop. Students are required to buy gymnasium suits for the courses in physical education.

SUMMARY OF EXPENSES Maryland Residents

Teachers College Students

	Semester I	Semester II	Total Year
Activities Fee	\$ 15.00	—	\$ 15.00
Athletic Fee	10.00	—	10.00
Breakage fee, refundable—all freshmen or new students.....	5.00		5.00
Board and Room.....	108.00	\$108.00	216.00
Junior College Students.....			
Tuition charge in addition to above fees	50.00	50.00	100.00

Out of State Students

	Semester I	Semester II	Total Year
Surcharge in addition to above fees			
Teachers College	\$100.00	\$100.00	\$200.00
Junior College	50.00	50.00	100.00

*Ten dollars is deducted from amount due on registration day if a room reservation fee was paid.

REFUNDS OR WITHDRAWAL

A student withdrawing from the college must complete an official withdrawal card and file it in the registrar's office before he is entitled to any refund. Refunds are made on the following bases:

Day Students

A *day student* who withdraws within two weeks after his initial registration is entitled to a refund of fees, and if he has paid tuition, shall have refunded the tuition charged for that semester less \$10.00. After the two weeks' period no fees are refunded and tuition is refunded only on a half-semester basis.

Boarding Students

A *boarding student* who withdraws from the college receives refunds for fees and tuition in accordance with the above regulations for day students. The amount paid for room and meals is subject to the following regulations concerning refund:

- (1) A student who withdraws from the dormitory within two weeks after the initial registration will be charged for one week in excess of his residence in the college.
- (2) A student who withdraws from the dormitory *at the request of the college* after the first two weeks of any semester shall be charged for one week in excess of his residence in the college.
- (3) A student who withdraws from the dormitory on his own or his guardian's initiative, after the two weeks following registration and before mid-semester shall receive no refund of board for the first half of the semester. If the withdrawal occurs after the mid-semester, there will be no refund of board paid for the entire semester.

TRANSCRIPTS

One transcript of a student's record will be issued free of charge. A charge of one dollar is made for each subsequent transcript.

ROOM FURNISHINGS FOR RESIDENT STUDENTS

Each student will need at least four single sheets, one pair of blankets, pillow cases, spread, quilted pad for bed, towels, and two laundry bags. Pads 72 by 30 inches may be purchased from the college book shop. Bed linen and towels must have markers attached giving the student's full name.

REQUIRED ATHLETIC UNIFORMS

Women Students

Women students must have two complete gymnasium uniforms for participation in all athletics. The uniform in-

cludes suit, low white sneakers, and socks. Each freshman student is given full information about the purchase of suits when her application for admission has been approved.

Men Students

Men students must secure regulation uniforms consisting of shorts, sleeveless jersey, sweat shirt and pants, socks, and sweater to wear for indoor and outdoor activities. All athletic uniforms must be marked with the full name of the owner.

RESPONSIBILITY FOR ATHLETIC EQUIPMENT

A student is responsible for all athletic equipment issued to him. Loss of equipment will be charged against the breakage fee of individuals or group charges may be made.

LOANS AND SCHOLARSHIPS

The college does not support an elaborate system of scholarships. With no tuition charge in the teachers college for students who are residents of Maryland, most of the college students hold what may be called state scholarships. Students, however, who live in the dormitories must meet their living expenses, and there are for all students other costs incident upon attending college. There are a few scholarships and considerable money invested in loan funds to assist students.

Students whose records are satisfactory may make requests for loans by applying to the chairman of the Trustees of the Student Loan Fund at the college, unless otherwise stated. Letters of recommendation must be filed with the application. Loans are made at a low rate of interest and can be renewed until after the student has received a teaching position.

SCHOLARSHIP FUNDS

For freshmen there are ten scholarships of \$100 each provided annually by the Helen Aletta Linthicum Scholarship Fund. This fund was established by the will of Helen Aletta Linthicum, widow of J. Charles Linthicum, the latter a mem-

ber of the class of 1886. The fund is administered by the trustees of Mrs. Linthicum's estate and the college committee on scholarships and loans.

Freshman students are also eligible for a fifty dollar scholarship awarded each year by the Maryland organization of the Daughters of the American Revolution.

For upperclass students there are ten or more scholarships provided by the Helen Aletta Linthicum Scholarship Fund. The number of scholarships varies slightly according to the income from the fund.

Upperclass students also may receive the Minnie V. Medwedeff Endowment Scholarship. This award is made annually to an outstanding student selected by the trustees of the fund. The scholarship was established in memory of Minnie V. Medwedeff by her father. Miss Medwedeff was an instructor in the college from 1924 until her death in 1935.

LOAN FUNDS

Four loan funds have been established for college students, the Albert S. Cook Scholarship Loan for Freshmen, the Sarah E. Richmond Loan Fund, the Grace Boryer Downin Loan Fund and the Student Loan Fund. Certain Maryland organizations have added to the opportunities for students to secure financial aid by offering loans annually.

Freshman students are eligible for the Albert S. Cook Scholarship Loan. The Albert S. Cook Scholarship Loan for Freshmen was established by the Maryland State Teachers Association as a tribute to Albert S. Cook who retired from active service as State Superintendent of Schools, February 1, 1942. This scholarship loan is granted to a freshman student who meets the requirements for eligibility passed by the faculty committee making the award. Students should apply to the Albert S. Cook Scholarship Loan Committee, Maryland State Teachers Association, 1101 N. Calvert St., Baltimore 2, Maryland.

The Sarah E. Richmond Loan Fund was established by Sarah E. Richmond, who was connected with the college as student, teacher, principal and dean of women for fifty-five years. This fund has been increased by gifts from the

alumni association. The Sarah E. Richmond Fund is the largest of all the funds and is administered by a special alumni committee consisting of: Miss Carrie Richardson, Mrs Grace Carroll, and Mrs. George Schluderburg. Requests for loans from this fund may be made directly to Miss Carrie Richardson, 5002 York Road, Baltimore 12, Maryland, or will be forwarded to the committee from the college.

Mrs. Grace Boryer Downin, former supervisor of schools in Washington County, made a gift of one thousand dollars to the college in 1942 which is used as a loan fund for students needing financial help. This fund is known as the Grace Boryer Downin Loan Fund.

The Student Loan Fund includes contributions from a number of different individuals and organizations, as follows:

The Normal Loan Scholarship and the Pestalozzi Loan Scholarship were established by the Normal and Pestalozzi Societies, and the Class of 1925 Loan Scholarship was a gift from the class of that year.

The Reese Arnold Memorial Loan Scholarship, the Lillian Jackson Memorial Loan Scholarship, and the Esther Sheel Memorial Loan Scholarship were established by students of the college in memory of classmates who died.

The Carpenter Memorial Loan Scholarship, preferably for men, was established by Mrs. John Carpenter, of Wellsville, New York, in honor of her husband who was interested in teacher education.

The graduating classes of 1931, 1934 and 1940 made gifts to the Student Loan Fund in honor of their class advisers. These funds are called the Eunice K. Crabtree Loan Fund, the Pauline Rutledge Fund, and the Pearle Blood Loan Fund in honor of their class advisers.

In 1933 the Student Loan Fund suffered losses in the bank failures and faculty and students made contributions to supplement the fund. These contributions became the 1933 Gift Loan Fund of Faculty and Students.

Miss Gertrude Carley was Registrar at the college from 1923 to 1931. Her family and friends presented a loan fund in her name to help worthy students. It is known as the Gertrude Carley Memorial Fund.

The Washington County Unit of the Alumni Association gave \$100 to the loan fund in 1929 and in 1935 added another \$100 to this amount. A student from Washington County is given preference when a loan from this fund is granted.

Maryland organizations granting loans are the Daughters of the American Revolution, the Business and Professional Women of Baltimore and the Roland Park Women's Club. They have been liberal in making loans on nominal terms.

SCHOLARSHIP FUNDS

Daughters of the American Revolution Scholarship (Awarded annually)	\$ 50.00
Minnie W. Medwedeff Scholarship (Awarded annually)	100.00 to 200.00
The Helen Aletta Linthicum Scholarships, to be awarded at the discretion of the trustees of the fund (For 1948-49)	2,000.00

LOANS FUNDS

Albert S. Cook Scholarship Loan (For Freshmen only)	\$ 100.00
The Sarah E. Richmond Loan Fund	8,000.00
Class of 1925 Loan Fund	90.00
The Normal Literary Society Loan Fund	100.00
Pestalozzi Loan Fund	100.00
The Reese Arnold Memorial Loan Fund	100.00
The Lillian Jackson Memorial Loan Fund	50.00
Esther Sheel Memorial Loan Fund (Class of 1927)	500.00
The Carpenter Memorial Loan Fund (For men only)	402.00
Eunice K. Crabtree Loan Fund (Gift of Class of 1931)	200.00
Pauline Rutledge Loan Fund (Gift of Class of 1934)	200.00
Pearle Blood Loan Fund (Gift of Class of 1940)	100.00
1933 Gift Loan Fund of Faculty and Students	700.00
Gertrude Carley Memorial Fund	450.00
Washington County Alumni Unit Loan Fund	200.00
The Grace Boryer Downin Loan Fund	1,000.00
Class of 1914 Scholarship Loan Fund	135.00
The Martha Richmond Loan Fund	180.00
General Scholarship Fund	175.00

STUDENT PERSONNEL SERVICES

PRE-ADMISSION COUNSELING

A close relationship exists between the guidance departments of the high schools and the admissions office of the college. Students may thus become acquainted with the college offerings early in their high school course and work towards meeting the admission requirements. Direct contact with the college is established during the early part or middle of the senior year in high school when the initial application is filed and material released to the applicant. Interested juniors and seniors are invited to the college campus for "High School Visiting Day." The day's program is planned by a joint faculty-student committee and enables the prospective student to get a preview of the college. During the summer each applicant reports to the college for a physical examination and when possible, an interview is held with the admissions officer. Results of standardized tests are considered at this time as well as the complete high school record.

After the application is accepted, the student receives additional information and is sent the Freshman Handbook which he is asked to study prior to registration.

ORIENTATION PROGRAM FOR FRESHMEN

The first week of the fall semester is designated as Freshman Week. During the first three days the freshmen and only those upperclassmen participating in the freshman program are present on the campus. For the freshman students a program is planned to acquaint them with important phases of college life.

During this period of orientation all new students, both freshmen and transfer students, take a battery of standardized tests. The purpose of the tests is to provide information concerning the educational background of entering students. This information is also used in the guidance program.

Students attend lectures on such subjects as use of the library, methods of study, and daily time-budgeting. Assisting in the orientation program are members of the Freshman Advisory Council, an organization of upperclassmen selected

to assist freshmen during the first semester. As part of the orientation program the Freshman Advisory Council holds social affairs so that the students may become acquainted with one another, the campus, and the student organizations.

THE ADVISORY SYSTEM

Each student on entering the college is assigned a faculty adviser who serves in that capacity for the student's freshman and sophomore years. Junior and senior students choose their advisers from among the instructors in the area of their professional interest. Every student has the assurance that a particular faculty member is available to help him with problems that may arise. Students are also encouraged to consult classroom instructors, the registrar's office, and the President of the College when advice from these sources seems desirable.

The Freshman Advisory Council is a student service organization composed of upperclassmen, each of whom inducts into college life a limited number of freshmen (usually eight or ten) assigned to him. The duty of the Freshman Advisory Council members is to act as student counsellors not only during freshman orientation, but also throughout the first semester. The council helps freshmen become acquainted with other students, budget time wisely, join clubs in which the freshmen may be interested, and become familiar with college policies and regulations. The council takes care of high school seniors during visiting day for them on the campus and participates in the program for parents on Freshman Parents' Visiting Day.

The training of members of the Freshman Advisory Council is taken care of during the second semester, February to June, previous to the registration of freshman students in September. A member of the faculty directs this program which gives a thorough background for the responsibilities that these upperclassmen must assume.

VISITING DAY FOR FRESHMAN PARENTS

During the fall semester, parents of all freshman students are invited to spend a day at the college. This provides an opportunity for parents to visit classes and become acquainted with the faculty.

VOCATIONAL GUIDANCE

Teachers College Students

Since students entering the teachers college have already decided on their profession, little time is devoted to vocational guidance for this group. However, if a student is advised to discontinue his preparation for teaching, he is assisted in investigating other opportunities through counseling with advisers and the administration. When possible, contacts are established with various agencies in the local area for positions or for training for other professions.

Junior College Students

Prior to entrance, each junior college student must state his professional plan. With this objective in mind and usually after a personal interview with the admission office, the student's program is planned. The catalogue of the institution to which he expects to transfer is studied to determine the prerequisites that he should complete in the junior college.

Through the testing department of the college or local agencies, students may request tests to determine aptitude and interest in various professions. Vocational guidance material is provided through the library and the registrar's office and catalogues of other institutions are available.

PLACEMENT OF GRADUATES

The registrar's office offers placement service to graduates and to students who withdraw before graduation. The registrar's office each year forwards to superintendents of schools complete records of graduates seeking positions in these locations. The records include the student's work while in the college, and a full report on student teaching.

HEALTH SERVICE

A physician and trained nurse are full-time members of the college staff. A thorough physical examination by the college physician is required of all students at the time of admission and thereafter at least once a year. Annual chest x-rays are compulsory for all students. *A student found to have a serious physical defect or chronic disease which pre-*

vents him from engaging in the required physical education courses may be asked to withdraw from the teacher education program. A student is expected to correct remediable defects immediately, and failure to follow the physician's instructions may jeopardize a student's status in the college. Health education and prevention of disease are essential parts of the health service.

The infirmary located in Newell Hall contains four rooms for use of boarding students. In case of contagious disease parents are notified and are required to remove the student from the college. Medical advice and office treatment are free to all students.

The college assumes no financial responsibility for illness of sufficient seriousness to require hospitalization, x-rays, or special treatment. The college does not assume financial responsibility for any injury incurred on the athletic field or in any physical education class.

The children attending the Lida Lee Tall School have the advantages of the college health service.

ACCIDENTAL INJURY REIMBURSEMENT

For the benefit of those students who wish to participate, the college enters into an agreement with an approved insurance company to cover the students against any accidental injury either at school or at home during the college year. Participation in the plan is voluntary and costs approximately \$7.50 for women and \$10 for men. Students desiring this coverage will make application at the business office.

The Student Government Association allocates funds, at its option, towards mitigating expenses arising from injuries sustained in college sponsored athletic activities. The purpose of this fund is to supplement the accident coverage and to prevent undue hardship on those participating in college athletics. This fund is administered by a committee appointed by the President of the college and is not to be construed as an insurance plan.

STUDENT EMPLOYMENT

There is little opportunity for student employment in the college although a few students are employed each year

in the library and laboratories. These opportunities are given mainly to students other than freshmen, since it is felt that freshmen should first establish themselves in the college before undertaking additional responsibilities. A large number of students have part-time jobs outside of the college, and although the college takes no initiative in securing such positions it is always ready to make contacts for students and furnish recommendations.

HOUSING AND BOARDING

Residence Accommodations for Women

Women students live in Newell and Richmond Halls. Priority in housing is given to Maryland students who live beyond commuting distance, and only when space is available may students within commuting distance or out-of-state students be accommodated. When the dormitories are filled to capacity students may board in Towson or elsewhere with the permission of the college authorities.

Residence Accommodations for Men

Housing for men on the campus is limited, consequently priority is given to persons living beyond commuting distance. About twenty-five or thirty men can be accommodated in the temporary barracks in the service building and in the campus cottage.

When the campus facilities are filled, men students may rent rooms in private homes near the college and take their meals in the college dining hall. A list of available rooms may be secured from the dormitory director. Students living off the campus assume responsibility for paying for their own rooms. Board is paid directly to the college business office.

Dormitory Policies for Entrance and Withdrawal of Students

Students who have reserved a room and entered the dormitory may not withdraw to become day students except in case of change of residence. If vacancies occur in the dormitory during the year students may be admitted, but only

at mid-year or mid-semester. Any exceptions to these rules must be approved by the President of the college.

SOCIAL ACTIVITIES AND GROUP PARTICIPATION

Resident Students

The college provides a well-balanced program for resident students in order to promote their educational, cultural and social development. The program includes time for study, and students who live in the dormitories can more easily use the library in the evenings and on Saturday mornings. Arrangements are made for students to attend lectures, plays, musicales, and to visit art museums in Baltimore. Picnics, teas, formal dinners, receptions and dances afford students recreation and experience in preparing for such events and in serving as hostesses. Students may entertain guests in the late afternoon on week days and in the evenings during week-ends. The Dormitory House Committee shares in planning the program of activities for resident students.

The college encourages students to attend services in the church of their choice and makes it possible for them to meet the local clergymen.

Students who go away frequently over week-ends miss much of the education that living in the dormitory affords. Parents are therefore earnestly requested not to ask for week-end privileges away from the college oftener than once a month.

ORGANIZATIONS AND ACTIVITIES

Participating in student activities is recognized and encouraged as a valuable part of the college program. Education for responsibility is definitely a part of the preparation for citizenship and for teaching.

STUDENT GOVERNMENT ORGANIZATIONS

Student Government Association

Enrollment in the college makes one automatically a member of the Student Government Association. This organization constitutes a medium for expressing student opinion on matters of general interest and acts in various

ways to promote the general welfare of the college. The official publication of the Student Government Association is the *Students Handbook*.

The Dormitory House Committee

The Dormitory House Committee with the participation of all dormitory students makes and enforces regulations necessary for group living. This committee has the advice and guidance of the faculty director of social activities.

HONOR SOCIETY

Kappa Delta Pi

Epsilon Alpha Chapter of Kappa Delta Pi, a national honor society, was installed at the college in February 1940. Students who meet the requirements for membership are elected during the junior and senior years.

PUBLICATIONS

Tower Light

The *Tower Light* is the bi-weekly student publication of the college.

Tower Echoes

Tower Echoes is the yearbook sponsored and published by the senior class.

SERVICE ORGANIZATION

Marshals

The Marshals are a service group assisting at student assemblies, fire drills, and at such public functions as the May Day celebration and commencement exercises. They also help take care of guests attending meetings at the college.

RELIGIOUS ORGANIZATION

Student Christian Association

The Student Christian Association is a voluntary organization open to all students.

MUSICAL CLUBS

Glee Club

The Glee Club affords students the musical and social opportunities that are derived from singing and working to-

gether. Those especially talented and interested may participate in small group and solo work.

Orchestra

The college orchestra furnishes music for assemblies and special functions. Membership affords training in ensemble work for students who play orchestral instruments.

Student Christian Association Choir

The Student Christian Association Choir is composed of resident women students selected on the basis of talent and interest.

Men's Chorus

The Men's Chorus is a recently organized group for choral singing.

Chimes Guild

Members of the Chimes Guild play the chimes in the college dining room and furnish music for some special occasions.

DRAMATIC CLUBS

Glen Players

The Glen Players, the dramatic club of the college, presents a yearly program of one-act and full length plays.

Variety Club

The Variety Club plans and presents an annual show.

SPECIAL INTEREST CLUBS

Future Teachers of America

The M. A. Newell Chapter of Future Teachers of America is a professional club affiliated with the National Education Association and the Maryland State Teachers Association.

The International Relations Club

The International Relations Club is an organization sponsored by the Carnegie Endowment for International Peace to help acquaint students with the problems and issues of the day.

The Natural History Group

The Natural History Group makes use of the out-of-doors to increase students' knowledge of the natural environment.

ATHLETIC ACTIVITIES

College Athletics

The college provides two athletic fields, six tennis courts, a modern gymnasium, and other facilities for promoting recreational activities.

The college is a member of the Mason Dixon Conference, and the men's competitive teams include basketball, soccer, baseball, wrestling, track, and tennis. Varsity teams of Loyola College, Johns Hopkins University, American University, Western Maryland College, Hampden Sydney College, William and Mary College, Drew University and other schools are included in the Towson schedule. In addition to an intercollegiate program a broad intra-mural program is carried out.

The women's elective sports, mainly intra-mural, include volleyball, hockey, basketball, archery, tennis, softball, soccer, bowling, badminton, and dancing. This program of activities continues throughout the year and competition is arranged under the Women's Athletic Association.

Athletic Association

Every student is a member of either the Men's or Women's Athletic Association. These associations organize and conduct intramural games for men and women and manage and direct elective sports.

Varsity Club

All wearers of the Varsity T are eligible for the Varsity Club. The club serves in an advisory capacity for the inter-collegiate program and also performs services for the total program, such as officiating and coaching intramural games and assisting at county track and field days.

ASSEMBLIES

College assemblies are a part of the educational program. They are held once each week and attendance is required. The planning and scheduling of assemblies are under the direction of a committee of faculty and students. Lectures and concerts are presented by well-known publicists, literati, scientists, and musicians.

ALUMNI ORGANIZATIONS

The Alumni Association

The Alumni Association provides a means of continuing participation in college affairs after graduation. During commencement week there is opportunity for class reunions and for the business and social activities of the association.

Chi Alpha Sigma Fraternity

Chi Alpha Sigma was a local honor society at the college previous to the installation of the Epsilon Alpha Chapter of Kappa Delta Pi. Its alumni members hold semi-annual meetings with the chapter of Kappa Delta Pi.

CURRICULUM AND COURSES OF STUDY

THE TEACHER EDUCATION CURRICULUM

The curriculum of a teachers college should include courses of a general nature, designed to produce a cultured, well-informed citizen. It should include also professional courses designed to give students some competence in the field of working with children. And finally it should include opportunities for students to spend considerable time in typical school classrooms, first observing, then participating, and finally assuming complete responsibility for the direction of a classroom.

At Towson, approximately three fourths of the course offerings are in the field of general education comprising those studies which should be the equipment of a mature, educated person. The other one-fourth are in the field of professional education, divided approximately equally between courses, as such, and experiences in typical classrooms.

Teachers work above all with other human beings. They need, therefore, to have a thorough knowledge of pupils as immature but maturing individuals. They must have an understanding of the great bodies of scientific knowledge about human development — both physical and mental — which modern science has made available. They must also have an understanding of the physical and human resources in the world. They will gain this understanding both through a study of the current world and a study of man's progress through the ages. They should have broad experiences in the fields of art, music, and literature, both for their own enjoyment and satisfaction and for gaining facility in developing such satisfactions in others. They should have competency in the use of language and an understanding of the basic mathematical concepts.

The sciences, the arts, the social sciences, and the humanities constitute the bases of a well-rounded college education for any one living in today's world. For the teacher they are doubly important because the teacher needs them not only for personal satisfaction and individual adjustment but also as a background to aid maturing individuals to find their place in the world.

COURSE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN ELEMENTARY SCHOOL EDUCATION

PRESCRIBED COURSES

	<i>Semester Hours</i>
ART	6 hours
Art 103: Fundamentals of Design.....	3 hours
Art 203: Fine and Industrial Arts.....	3 hours
ENGLISH	18 hours
English 102-103: Composition and Contem- porary Literature	6 hours
English 222: Fundamentals of Speech.....	3 hours
English 204-205: English Literature.....	6 hours
English 307: American Literature	3 hours
HEALTH AND PHYSICAL EDUCATION	9 hours
Health Education 201: Personal Health.....	3 hours
Physical Education 101-302:	6 hours
MATHEMATICS	3 hours
Mathematics 102: General Mathematics	3 hours
MUSIC	6 hours
Music 103: Music Appreciation	3 hours
Music 203: Music Fundamentals	3 hours
PSYCHOLOGY	6 hours
Psychology 205: Human Growth and Develop- ment	3 hours
Psychology 206: Problems of Adjustment..... (Child Psychology)	3 hours
SCIENCE	12 hours
Science 101-102: Biological Science	6 hours
Science 203-204: Physical Science	6 hours
SOCIAL SCIENCE	24 hours
Geography 103-104: Elements of Geography...	6 hours
History 201-202: History of Western Civiliza- tion	6 hours
History 402-403: History of the United States..	6 hours
Electives	6 hours
EDUCATION	33 hours
Education 302: The Child and His Curriculum.	12 hours
Education 401: Children's Literature	3 hours
Education 331: History of Education.....	2 hours
Education 303, 404: Directed Teaching.....	16 hours
ELECTIVES	11 hours
TOTAL	128 hours

TYPICAL PROGRAM FOR STUDENTS IN ELEMENTARY SCHOOL EDUCATION FRESHMAN YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
English 102	3	3	English 103	3	3
Geography 103	3	3	Geography 104	3	3
Science 101	4	3	Science 102	4	3
Education 100	1	0	Education 100	1	0
Mathematics 102	3	3	Art 103	4	3
Music 103	3	3	Health 201	4	3
Physical Educ.			Physical Educ.		
101	2	1	102	2	1
	—	—		—	—
	19	16		21	16

SOPHOMORE YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
English 204	3	3	English 205	3	3
Science 202	4	3	Science 203	4	3
History 201	3	3	History 202	3	3
Psychology 205	3	3	Psychology 206	3	3
Art 203	4	3	Music 203	3	3
Physical Educ.			Physical Educ.		
201	2	1	202	2	1
	—	—		—	—
	19	16		18	16

JUNIOR YEAR

<i>Semester I</i>			<i>Semester II</i>		
*Education 302	13	12	Education 303,		
English 222	3	3	404—Student		
Physical Educ.			Teaching	25	16
301	2	1		—	—
	—	—		—	—
	18	16		25	16

SENIOR YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
History 402	3	3	History 403	3	3
Education 401	3	3	English 307	3	3
Social Science	3	3	Education 331	2	2
Electives (2)	6	6	Electives (2)	5-6	5-6
Physical Educ.			Social Science		
401	2	1	elective	3	3
	—	—		—	—
	17	16		16-17	16-17

*This semester is organized as an inter-departmental seminar. Students observe demonstration teaching, visit various types of schools and through coordinating activities and seminar discussions prepare for the student teaching experience that follows this semester's work.

COURSE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN JUNIOR HIGH SCHOOL EDUCATION

	<i>Semester Hours</i>
<i>PRESCRIBED COURSES</i>	
<i>ART</i>	6 hours
Art 103: Fundamentals of Design.....	3 hours
Art 203: Fine and Industrial Art.....	3 hours
<i>ENGLISH</i>	18 hours
English 102-103: Composition and Contem- porary Literature	6 hours
English 222: Fundamentals of Speech.....	3 hours
English 204-205: English Literature.....	6 hours
English 307: American Literature	3 hours
<i>HEALTH AND PHYSICAL EDUCATION</i>	9 hours
Health Education 201: Personal Health.....	3 hours
Physical Education 101-302:	6 hours
<i>MATHEMATICS</i>	6 hours
Mathematics 102: General Mathematics	3 hours
Mathematics 203: General Mathematics for Junior High School Teachers.....	3 hours
<i>MUSIC</i>	3 hours
Music 103: Music Appreciation	3 hours
<i>PSYCHOLOGY</i>	6 hours
Psychology 205: Human Growth and Develop- ment	3 hours
Psychology 207: Psychology of Adolescence....	3 hours
<i>SCIENCE</i>	12 hours
Science 101-102: Biological Science	6 hours
Science 203-204: Physical Science	6 hours
<i>SOCIAL SCIENCES</i>	24 hours
Geography 103-104: Elements of Geography...	6 hours
History 201-202: History of Western Civiliza- tion	6 hours
History 402-403: History of the United States..	6 hours
Electives	6 hours
<i>EDUCATION</i>	33 hours
Education 305: The Adolescent and His Curriculum	12 hours
Education 401: Children's Literature	3 hours
Education 331: History of Education.....	2 hours
Education 303, 404: Directed Teaching.....	16 hours
<i>ELECTIVES</i>	11 hours
TOTAL	128 hours

TYPICAL PROGRAM FOR STUDENTS IN JUNIOR HIGH SCHOOL EDUCATION FRESHMAN YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
English 102	3	3	English 103	3	3
Geography 103	3	3	Geography 104	3	3
Science 101	4	3	Science 102	4	3
Education 100	1	0	Education 100	1	0
Mathematics 102	3	3	Music 103	3	3
Art 103	4	3	English 222	3	3
Physical Educ.			Physical Educ.		
101	2	1	102	2	1
—	—	—	—	—	—
20		16	19		16

SOPHOMORE YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
History 201	3	3	History 202	3	3
English 204	3	3	English 205	3	3
Science 202	4	3	Science 203	4	3
			Mathematics 203	3	3
Health 201	4	3	Social Science		
Art. 203	4	3	elec.	3	3
Physical Educ.			Physical Educ.		
201	2	1	202	2	1
—	—	—	—	—	—
20		16	18		16

JUNIOR YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
History 402	3	3	History 403	3	3
Education 401	3	3	Education 331	2	2
English 307	3	3	Psychology 205	3	3
Social Sci. elec.	3	3	Elective	3	3
Elective	3-6	3-4	Elective	3-6	3-4
Physical Educ.			Physical Educ.		
301	2	1	302	2	1
—	—	—	—	—	—
17-20		16-17	16-19		15-16

SENIOR YEAR

Credit		Credit	
*Education 305	10	Education 303-404	16
Psychology 207	3		
Education 315	2		
Education 410	2		
—	—	—	—
17		16	

*This work is organized as an inter-departmental seminar. Students observe demonstration teaching and visit various junior high schools and through coordinating activities and seminar discussions prepare for the student teaching experience.

The program for the junior and senior years outlined above is part of an experimental program in junior high school education which will begin in 1949.

JUNIOR COLLEGE PROGRAM

The junior college program has been in operation since September 1946. The program was begun especially for veterans who were unable to enter senior colleges in Maryland due to crowded conditions. Non-veterans have been admitted from the beginning and these numbers are becoming larger as veterans complete the two years and transfer to other institutions.

The curriculum of the junior college at Towson is a two-year liberal arts program designed for students who plan to complete their college education by transferring to the third (junior) year of a four-year college. The associate in arts degree is awarded to junior college students who have satisfactorily completed a minimum of sixty semester hours of credit exclusive of physical education.

The curriculum provides background courses which will enable students at the end of two years to enter any of the several professional fields such as pre-law, pre-nursing, journalism, business administration, and other non-technical professions. High school graduates should apply for the junior college program only if their high school record is sufficiently high to indicate a reasonable chance of success in college work and to merit full recommendation by their high school principal.

Students interested in teaching in senior high school may take two years of work in the junior college and transfer to other colleges in the State to prepare for teaching the subject of their choice. Junior college students who decide they wish to teach in the elementary or junior high schools may apply for transfer to the teacher-education program. All such transfers must be approved by the Faculty Committee on Academic Standing.

Junior college students are given assistance in choosing courses that will meet the prerequisites of the professions they wish to enter. Catalogues of various colleges are available for students' and advisers' use. The program listed on the next page will indicate sequence of courses and is a typical program.

JUNIOR COLLEGE CURRICULUM

FRESHMAN YEAR

		<i>Hours</i>	<i>Credit</i>
English—	Composition and Literature....	6	
Science—	Biology, Chemistry or Physics..	8	
History—	European or American.....	6	
Modern Languages—	French, German or Spanish....	6	
Physical Education—	Athletics	2	
Electives		6	

College Algebra, Trigonometry,
Business Mathematics, Sociology,
Economics, Political Science,
Speech, Art, Music, etc.

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SOPHOMORE YEAR

English—	Survey of English Literature...	6		
*Science—	Biology, Chemistry or Physics..	8		
History—	European or American.....	6		
Modern Languages—	French, German or Spanish....	6		
Physical Education—	Athletics	2		
Electives		6	or	12

College Algebra, Trigonometry,
Sociology, Political Science,
Shakespeare, American Literature,
Contemporary Drama, Contemporary
Novel, Art, Music, etc.

32 or 34

*Students who do not wish to take a second year of science may choose sufficient electives to make a full program.

COURSES OF INSTRUCTION

Numbering of Courses

Courses are numbered according to the following scheme:

Courses numbered 100-199 inclusive are primarily for freshmen.

Courses numbered 200-299 inclusive are primarily for sophomores.

Courses numbered 300-399 inclusive are primarily for junior.

Courses numbered 400-499 inclusive are primarily for seniors.

ART

Mrs. Brouwer

Miss Imhoff

The art courses provide students with means for self-expression, contribute to the growth of appreciation and stimulate cultural pursuits. Museum visits and other excursions supplement campus activities.

ART 103—FUNDAMENTALS OF DESIGN

4 hours per week. (Credit 3 hours.)

A study of the space arts from the point of view of balance, proportion, rhythm, and harmony. The course aims to develop an understanding of composition and design as expressed in several art materials.

ART 203—FINE AND INDUSTRIAL ART

4 hours per week. (Credit 3 hours.)

The object of this course is to develop competence in art expression. Practice is given in applying art principles to the everyday problems of home and community living. The evolution of representative art forms from primitive times to the present is considered, so that students may gain a knowledge of the history of art and develop an interest and understanding of art in its relation to the present.

ART 310—WORKSHOP IN HANDICRAFTS

4 hours per week. (Credit 3 hours.)

Emphasis is upon the art possibilities of the many materials available. Work with wood, clay, plastics, cloth,

paper, paint and dye will be provided, and the use of tools necessary to their development will be taught.

ART 311—ORIENTATION OF ART PRACTICES

4 hours per week. (Credit 3 hours.)

Materials and skills in relation to classroom needs will be studied in a workshop setting with emphasis on the art problems of kindergarten-primary teachers.

ART 414—SPECIAL ART PROBLEMS RELATED TO INDIVIDUAL STUDENTS

4 hours per week. (Credit 3 hours.)

Students who show special interest or unusual ability in certain fields will be directed in the development and functioning of these interests and abilities. Registration for this course requires the permission of the instructor.

PRACTICUM IN ART INSTRUCTION

2 hours per week. (Credit 1 hour.)

Credited as Education 302-6a. Course description on page 57.

EDUCATION

Miss Bersch
Mrs. Fowler
Mr. Hartley

Miss Scott
Miss Steele
Miss Woodward

Faculty members from other departments participate in teaching the education courses.

The teacher education program provides many opportunities for students to work with and study children. Professional laboratory experiences begin in the freshman year and are an integral part of the work of each of the succeeding years. During the junior and senior years the study of children continues and broadens to include experiences in observing and teaching different age groups in several schools. In addition, students study and evaluate the contributions of research in teaching. As students acquire a rich background in the social and natural sciences and the arts, and gain skill in the use of languages, they learn to make these function in their teaching.

During the sophomore year, the department expects the students to elect either the elementary school or the junior high school program in education.

EDUCATION 100—ORIENTATION IN MODERN EDUCATION
1 hour per week for two semesters. (No credit.)

Freshman students become acquainted with the program and practices in modern public elementary and junior high schools by observing children and teachers at work, by reviewing movies and film strips, and by hearing instructors and visiting speakers discuss current trends in education.

COURSES IN ELEMENTARY EDUCATION

EDUCATION 302—THE CHILD AND HIS CURRICULUM
13 hours per week. (Credit 12 hours.)

An experience planned and directed by the staff to help prospective teachers see life in the school in its relation to the physical, mental, emotional, and social development of children of elementary school age. The underlying principles of teaching and learning are developed through observation and participation in the work of the laboratory schools. Study of the activities of children is supplemented by reading and discussion. Experiences with children are interpreted in the light of scientific findings in child development.

Special consideration is given to the importance of the language arts. Observations are made at the various learning levels, to enable the students to study the development of skills and to understand the importance of reading and language in the curriculum.

This professional experience will be directed through courses in the teaching of social studies, science, and arithmetic, and a practicum in art, music or physical education. Language Arts in the Elementary School and the Elementary School Curriculum serve as coordinating courses.

EDUCATION 302-1—SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
2 hours per week. (Credit—Part of 12 hour course.)

Designed to furnish each student with a background of information upon which he may draw in assisting elementary school pupils to interpret trends in modern life. Provides an opportunity for experience in locating, organizing, syn-

thesizing, and interpreting fundamental social information. Considers possible approaches to social studies on the elementary school level.

EDUCATION 302-2—SCIENCE IN THE ELEMENTARY SCHOOL
2 hours per week. (Credit—Part of 12 hour course.)

Emphasis in this course is directed toward helping students realize the significance of science for the elementary school child and what it can contribute toward his development. Criteria for selecting science experiences for children, for curriculum construction, and for evaluating the results of these experiences are built up as students observe children at work.

EDUCATION 302-3—ARITHMETIC IN THE ELEMENTARY SCHOOL
2 hours per week. (Credit—Part of 12 hour course.)

Includes kinds of arithmetic; the nature of meaning in arithmetic; core mathematical ideas running through elementary mathematics; research findings in the teaching of arithmetic; organization of units of instruction; evaluation of pupil progress.

EDUCATION 302-4—LANGUAGE ARTS IN THE ELEMENTARY SCHOOL
3 hours per week. (Credit—Part of 12 hour course.)

A study of the language needs and abilities of children in the elementary school. Experiences which develop children's abilities to use language more effectively in reading, writing, speaking, and listening are evaluated in the light of scientific findings and modern practice. Emphasis is placed upon reading instruction with opportunities for observing children's reading, and oral and written expression.

EDUCATION 302-5—THE ELEMENTARY SCHOOL CURRICULUM
2 hours per week. (Credit—Part of 12 hour course.)

Effort is directed toward understanding the values and needs of our society, the developmental tendencies and tasks of children, the organization and sequence of activities in the elementary school curriculum, and principles of teaching and learning.

EDUCATION 302-6—PRACTICUM IN ART, MUSIC, OR PHYSICAL EDUCATION

All students in elementary education are required to take one practicum. They may elect art, music or physical education. Credit of 1 hour will be given in the 12 hour course.

EDUCATION 302-6a—PRACTICUM IN ART INSTRUCTION *2 hours per week. (Credit 1 hour.)*

Students are given practice in planning and teaching art in a primary and in an intermediate grade, and work with the instructor in classroom and workshop where the art problems are planned and developed. Discussion periods for evaluation are arranged and special demonstrations are given when the need arises. Means of obtaining art materials, and their preparation and care are given attention.

EDUCATION 302-6b—PRACTICUM IN MUSIC INSTRUCTION *2 hours per week. (Credit 1 hour.)*

A course designed to acquaint students through observation and practice in the classroom, with children's needs, capabilities, and responses in music education. Students participate in planning, teaching and evaluating lessons in the primary and intermediate grades of the Lida Lee Tall School.

EDUCATION 302-6c—PRACTICUM IN PHYSICAL EDUCATION INSTRUCTION *2 hours per week. (Credit 1 hour.)*

Students have opportunity to observe and participate in the teaching of physical education in several grades of the Lida Lee Tall School. One class session each week is devoted to planning and preparation for teaching, and the following session to carrying out the plans with the children.

EDUCATION 303 and 404—DIRECTED TEACHING *25 hours per week. (Credit 16 hours.)*

Students have teaching experience in centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the elementary grades or junior high schools, and to engage in all other activities for which regularly employed teachers are responsible.

Individual and group conferences with teachers and supervisors afford guidance to students in selecting, organizing, and interpreting materials which further the total educative process according to the nature of the learner.

EDUCATION 311—PRIMARY PRINCIPLES AND MATERIALS
3 hours per week. (Credit 3 hours.)

An analysis is made of the home influences, school environment, and personal interests of children in the primary grades. Characteristic problems of physical well-being, intellectual growth, and character development are considered. Criteria for organizing and evaluating experiences gained through school activities, excursions and units of subject matter are developed.

EDUCATION 401—CHILDREN'S LITERATURE
3 hours per week. (Credit 3 hours.)

This course is designed to arouse and satisfy a genuine interest in children's books apart from school textbooks, to aid the student to obtain a better working knowledge of this literature, and to increase his awareness of degrees of excellence in content and form.

Education 401-1. Required of students who elect elementary school education.

EDUCATION 420—PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL
3 hours per week. (Credit 3 hours.)

Course description on page 67.

EDUCATION 430—MUSIC IN THE ELEMENTARY SCHOOL—
ADVANCED COURSE
3 hours per week. (Credit 3 hours.)

Course description on page 72.

COURSES IN JUNIOR HIGH SCHOOL EDUCATION

The program of education for Junior High School Teachers is in a transitional stage. The courses described below are those which were offered to the class of 1950. Beginning in the fall of 1950 a new experimental program will be inaugurated. Under this revised program an attempt will be made to bring about a closer integration between methods courses and the practical experiences of observation and stu-

dent teaching. Essentially, the concepts developed in the following courses will be stressed under the new plan, but the course arrangement and laboratory experiences will be subject to considerable rearrangement.

EDUCATION 305—THE ADOLESCENT AND HIS CURRICULUM
15 hours per week. (Credit 12 hours.)

The two basic courses, The Junior High School Curriculum and Language Arts in the Junior High School, are required of all students who select the junior high school education program. For the remaining six hours of credit students will choose two of the following courses:

Education 305-3—Science in Junior High School—
3 hours per week.

Education 305-4—Social Studies in Junior High
School—3 hours per week.

Education 315—Audio-Visual Materials and Methods of Instruction—3 hours per week.

Observations in junior high schools are scheduled as a part of the weekly program of students in the Education 305 courses.

EDUCATION 305-1—THE JUNIOR HIGH SCHOOL CURRICULUM
3 hours per week. (Credit—part of 12 course.)

The topics emphasized are: purposes of education, curriculum development and organization, nature of the junior high school program and educational experiences, group planning and work, and principles of teaching and learning.

EDUCATION 305-2—LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit—Part of 12 hour course.)

This course deals with the communication of ideas in the junior high school curriculum. It includes reading, composition, penmanship, spelling, library usage, and work-study-skills. Oral communication is concerned with speaking and with listening, observing, and thinking; written communication with reading and writing; the selection and use of resources of communication with research, study, and library practices.

EDUCATION 305-3—SCIENCE IN THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit—Part of 12 hour course.)

The emphasis of this course is directed toward helping prospective teachers realize the possibilities of utilizing general science materials in meeting the needs of junior high school pupils. The material and methods employed are considered in relation to the physical, mental, emotional, and social development of children of this level. Various types of curriculum organization are considered; sets of textbooks and reference materials are analyzed as to their appropriateness; experiences are provided in trying out curriculum materials which are developed by the class.

EDUCATION 305-4—SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit—Part of 12 hour course.)

Consideration of current curriculum trends in the social studies; materials, methods and activities and their organization for classroom use. The special methods applicable to the teaching of history, geography and citizenship are studied as well as integration, correlation and the core program.

EDUCATION 303 and 404—DIRECTED TEACHING
25 hours per week. (Credit 16 hours.)

Course description on page 57.

EDUCATION 322—PHYSICAL EDUCATION ACTIVITIES FOR THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit 3 hours.)

Course description on page 67.

EDUCATION 323—MUSIC IN THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit 3 hours.)

Course description on page 72.

EDUCATION 401—CHILDREN'S LITERATURE
3 hours per week. (Credit 3 hours.)

Education 401-2 is required of students who elect junior high school education. Course description on page 58.

GENERAL COURSES IN EDUCATION

EDUCATION 315—AUDIO-VISUAL MATERIALS AND METHODS OF INSTRUCTION
3 hours per week. (Credit 3 hours.)

Methods for vitalizing learnings through the use of pictures, school trips, realia, motion pictures, radio, records and

transcriptions. Experience is afforded in the location of materials, operation of apparatus, preparation of pupil and teacher-made tools of learning and presentation of concrete materials.

EDUCATION 331—HISTORY OF EDUCATION

2 hours per week. (Credit 2 hours.)

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

EDUCATION 411—MEASUREMENT IN HUMAN GROWTH AND DEVELOPMENT

3 hours per week. (Credit 3 hours.)

Problems of measurement applied to physical, intellectual, emotional and social growth; characteristics of a measuring instrument; organization and analysis of data; use and limitation of norms.

Prerequisites: Psychology 205; Education 303, 404.

EDUCATION 432—PHILOSOPHY OF EDUCATION

3 hours per week. (Credit 3 hours.)

This course will acquaint the student with the cultural philosophies and provide some basis for organization of the student's own philosophy of life and education.

ENGLISH

Mr. Brewington

Miss Crabtree

Miss Fisher

Miss Gerdes

Mr. Guess

Miss Hughes

Mr. Paul

Mr. Paul West

The English program provides the student with experiences in the appreciation of literature, present and past, and affords opportunities for self-expression in written and spoken forms. Through these courses the student is aided in his understanding of human beings, his search for truth and beauty, and his ability to participate in the thought life of the world. The specific offerings are planned to contribute to the young teacher's ability in communication, cultural and social development, and to his growth in self-realization.

ENGLISH 100—CORRECTIVE SPEECH

2 hours per week. (No college credit.)

Teachers college students who have defective speech are required to take this course and pass it before being recommended for graduation.

ENGLISH 102-103—COMPOSITION AND CONTEMPORARY LITERATURE

3 hours per week for two semesters. (Credit 6 hours.)

This course utilizes the close relationship among reading, talking, and writing and is designed to give the student an understanding of principles of composition as illustrated by contemporary writers. English activities involving both oral and written expression provide opportunity for application of these principles. Excellent models of many types and forms of writing are studied, including: novel, biography, play, short story, poetry, and essay. Attention is given to improving techniques of reading.

ENGLISH 204-205—ENGLISH LITERATURE

3 hours per week for two semesters. (Credit 6 hours.)

In this course English literary history is presented through a detailed study of representative writings and great writers. It includes literature from *Beowulf* through Sheridan and from the Romantics to the present day. Attention is given to types of literature, to dominant trends in movements, and to social and literary philosophies.

ENGLISH 222—FUNDAMENTALS OF SPEECH

3 hours per week. (Credit 3 hours.)

Required of all teachers college students in the freshman or sophomore year. Emphasizes the sounds of spoken language, the principles and practice of public speaking, and the art of oral reading.

ENGLISH 307—AMERICAN LITERATURE

3 hours per week. (Credit 3 hours.)

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent movements and writers from the pre-Revolutionary papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

ENGLISH 309—DRAMA FROM AESCHYLUS TO IBSEN.

3 hours per week. (Credit 3 hours.)

The development of the dramatic form from the ancient Greek period through successive movements in Italy, France, England, Germany and Spain. Representative plays of each nation are studied.

ENGLISH 310—THE ENGLISH ROMANTIC POETS.

3 hours per week. (Credit 3 hours.)

A study of the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats and the philosophical, æsthetic, and social ideas of their time.

ENGLISH 311—THE ORAL INTERPRETATION OF LITERATURE

3 hours per week. (Credit 3 hours.)

General principles of oral reading and the art of interpretation in poetry, drama, and the short story. Enrollment for the class is limited.

ENGLISH 312—SHAKESPEARE

3 hours per week. (Credit 3 hours.)

Plays from Shakespeare's great tragedies, histories, and comedies are studied with collateral readings of related works. The course includes the most interesting features of the Elizabethan stage and drama.

ENGLISH 313—ADVANCED WRITING

3 hours per week. (Credit 3 hours.)

This course is concerned with the art of imaginative expression. Includes writing of articles and short stories and encourages work in any creative form. Registration for this course requires the permission of the instructor.

ENGLISH 314—ELEMENTS OF STAGECRAFT

3 hours per week. (Credit 3 hours.)

Introduces the student to the skills and techniques of dramatic production—directing, costume, make-up, construction of stage settings, and lighting. Practice in the presentation of plays by the college dramatic club is an integral part of the course. Attention is given to the techniques involved in presenting public programs in the elementary and junior high schools.

ENGLISH 319—CONTEMPORARY POETRY

3 hours per week. (Credit 3 hours.)

The significant movements and the important contemporary poets of England and America. Provides the student with an adequate understanding of the poetic thought of his own time.

ENGLISH 320—CONTEMPORARY NOVEL

3 hours per week. (Credit 3 hours.)

A study of the trends in subject matter and technique of the twentieth century novel. Major emphasis is upon the important American novelists since 1914.

ENGLISH 321—CONTEMPORARY DRAMA

3 hours per week. (Credit 3 hours.)

The best contributions to the drama written by American and English playwrights in the last twenty years. Special attention is given to the growth of the little theatre and the development of the one-act play.

ENGLISH 324—READINGS IN WORLD LITERATURE

3 hours per week. (Credit 3 hours.)

Readings of great writings, both in English and translated from Greek, Latin, Icelandic, Italian, French, and German. Homer to Francis Bacon.

ENGLISH 409—NINETEENTH CENTURY PROSE

3 hours per week. (Credit 3 hours.)

A study of the work of the major English prose writers of the Romantic and Victorian periods. Study centers upon each writer as representative of the important literary, social and political movements of his time.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 hours per week.

Credited as Education 302-4. Course description on page 56.

LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL

3 hours per week.

Credited as Education 305-2. Course description on page 59.

CHILDREN'S LITERATURE

3 hours per week. (Credit 3 hours.)

Credited as Education 401-1 or 401-2. Course description 58.

HEALTH AND PHYSICAL EDUCATION

Dr. Bulkley

Miss Dowell

Mr. Clarke

Mr. Minnegan

Miss Daniels

Miss Roach

The Health and Physical Education courses deal with the basic needs of the human organism for healthy growth and development. The courses stress not only the responsibility of the individual for maintaining his own health and contributing to that of others, but also the function of the teacher in influencing and guiding pupils in healthy living.

The physical education program provides for the development of skills and understandings for satisfying participation in sports and intelligent spectatorship, and development of interest in active outdoor recreation.

COURSES IN HEALTH EDUCATION

HEALTH EDUCATION 201—PERSONAL HEALTH

4 hours per week. (Credit 3 hours.)

Elements of anatomy and physiology which serve as a basis for understanding individual health practices and prepare the student for the study of psychology and other courses in health education; emphasis is placed upon the health problems common to college students.

HEALTH EDUCATION 310—ELEMENTS OF PUBLIC HEALTH

3 hours per week. (Credit 3 hours.)

A study of the more common activities of community, state and national agencies in the prevention and control of communicable diseases and the individual's responsibility and role in maintaining and improving community health.

HEALTH EDUCATION 330—PHYSIOLOGY OF CHILD GROWTH

3 hours per week. (Credit 3 hours.)

A survey of physiological changes associated with growth and development through childhood and adolescence; evaluation of measures of physical growth; general health needs of children and adolescents, and the teacher's part in promoting the health of pupils.

COURSES IN PHYSICAL EDUCATION

PHYSICAL EDUCATION 101-102-201-202-301-302—FRESH-MAN, SOPHOMORE, AND JUNIOR YEARS
2 hours per week. (Credit 6 hours.)

These courses provide an introduction to physical education activities, and are planned to give the student a foundation for using them intelligently, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and an understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

INDIVIDUAL GYMNASTICS

The Physical Education program includes work in individual gymnastics for all students. Conferences are by appointment and attendance is required. Both individual and group conferences are held and the student has opportunity to discuss his individual problems. The work continues until the student shows progress in understanding and demonstration of good posture. This is part of the courses 101-302.

PRACTICUM IN PHYSICAL EDUCATION INSTRUCTION
2 hours per week. (Credit 1 hour.)

Credited as Education 302-6c. Course description on page 57.

PHYSICAL EDUCATION 310—RECREATION
3 hours per week. (Credit 3 hours.)

Preparation for leadership and organization of after-school activities for children, such as club, hiking, camping and playground activities. Students visit recreation centers in the vicinity. Specialists in various phases of recreation—story telling, crafts, recreational singing, playground, and club work—are invited to give part of the course. Students are expected to participate in some organized recreation work with children.

PHYSICAL EDUCATION ACTIVITIES FOR THE JUNIOR HIGH SCHOOL

3 hours per week. (Credit 3 hours.)

Credited as Education 322.

Basic physical education activities for the junior high school grades. Methods of teaching sports, track and field stunts, combatives, rhythms, relays, and mass games.

PHYSICAL EDUCATION 410—RHYTHMS AND DANCING

3 hours per week. (Credit 2 hours.)

This course broadens the experience and preparation for teaching rhythms and dancing. It includes analysis of fundamental dance rhythm, creation of simple dance patterns, singing games and types of accompaniment, selection of appropriate materials for various age levels and possible outcomes, preparation of dance material for festival and holiday programs, and recreational dancing. Students will have practice in these activities.

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

3 hours per week. (Credit 3 hours.)

Credited as Education 420.

Additional preparation for the physical education work of the elementary grades. The aims of the physical education program are considered; an attempt is made to understand appropriate outcomes for each age level and to learn how to select and use materials which will contribute to the accomplishment of these objectives. The State Program of Physical Education, the Baltimore City Course of Study and other programs of physical education are considered.

MATHEMATICS

Mr. Moser

Mr. Weaver

Students electing the elementary school program are required to take three hours of general mathematics; students electing the junior high school program are required to take six hours of general mathematics or its equivalent. The department offers electives in algebra and trigonometry for junior college students or for teachers college students who may wish additional preparation toward the teaching of mathematics in junior high school. These electives will satisfy requirements for one full year of college mathematics.

Two courses in business mathematics are offered for students in the junior college who are preparing to specialize in business administration. These courses may be elected by students in the teachers college with the approval of their faculty advisers.

MATHEMATICS 102—GENERAL MATHEMATICS

3 hours per week. (Credit 3 hours.)

This course acquaints the student with the mathematics basic to an understanding of the nature and function of a number system. The topics considered include: origin of number; structure of a positional number system; development of the fundamental operations; nature of reasoning in mathematics; mathematical symbolism; linear equations; approximate numbers; methods for organizing and describing quantitative data.

MATHEMATICS 103—COLLEGE ALGEBRA

3 hours per week. (Credit 3 hours.)

Basic algebraic concepts and principles are reviewed and extended. Advanced topics are selected and developed in keeping with the progress and needs of the class. Prerequisite: one year of high school algebra.

MATHEMATICS 104—TRIGONOMETRY

3 hours per week. (Credit 3 hours.)

This course emphasizes the analytical and numerical aspects of trigonometry. Field problems involving the use of the transit, level and other instruments supplement and enrich the work of the classroom. High school trigonometry is not a necessary background for this course but the successful completion of Mathematics 103 is desirable.

MATHEMATICS 105—BUSINESS MATHEMATICS

3 hours per week. (Credit 3 hours.)

Required of students who expect to specialize in the field of business administration. The topics include simple equations, percentage and its applications to business, ratio and proportion, exponents and radicals, logarithms, collection and presentation of quantitative data and simple interest.

MATHEMATICS 106—MATHEMATICS OF FINANCE

3 hours per week. (Credit 3 hours.)

Required of students who plan to enter the field of business administration. The topics include compound interest,

discount, amortization and sinking funds, valuation of bonds, depreciation, annuities and insurance. Prerequisite: Mathematics 105.

MATHEMATICS 203—GENERAL MATHEMATICS FOR JUNIOR HIGH SCHOOL TEACHERS

3 hours per week. (Credit 3 hours.)

This course is an extension of Mathematics 101 and is required of all students electing the junior high school program. The topics developed include principles of percentage and interest with applications, collection and organization of statistical data, construction and interpretation of graphs, basic principles and techniques of algebra, direct and indirect measurement, numerical trigonometry. The work of the classroom will be enriched by field problems and experiences in appropriate areas of study.

ARITHMETIC IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 302-3. Course description on page 56.

MODERN LANGUAGES

Mr. von Schwerdtner

The Department of Modern Languages offers to junior college students courses suitable for transfer to liberal arts colleges.

FRENCH 101, 102—FRENCH ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

FRENCH 201, 202—INTERMEDIATE FRENCH

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student. Prerequisite: French 101 and 102 or equivalent.

GERMAN 101, 102—GERMAN ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

GERMAN 201, 202—INTERMEDIATE GERMAN

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Prerequisite: German 101 and 102 or equivalent.

SPANISH 101, 102—SPANISH ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

SPANISH 201, 202—INTERMEDIATE SPANISH

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Prerequisite: Spanish 101 and 102 or equivalent.

MUSIC

Miss Weyforth

Miss MacDonald

The music program aims to acquaint students with music, as consumers, through hearing it and reading about it; and as producers, through singing and playing. Through music students have opportunities for self-expression in a social medium. It will be their privilege as teachers to bring similar opportunities to children.

MUSIC 103—MUSIC APPRECIATION

3 hours per week. (Credit 3 hours.)

A survey course in music literature which aims to build a background for the understanding of music as a part of life today. The elements of music—rhythm, melody, and harmony—together with tone color and form; their significance in various compositions. Types of the world's music,

including the following: folk songs of the nations with illustration of the influence of national folk idiom on composed music; art songs; the polyphonic style as it culminated in the works of Palestrina and Bach; the opera and the oratorio; the symphony; the symphonic poem. The voice and orchestral instruments as agents of expression.

MUSIC 203—MUSIC FUNDAMENTALS

3 hours per week. (Credit 3 hours.)

This course, required in addition to the course in Music Appreciation for all prospective teachers in the elementary grades, will endeavor to develop further the background and musical skills necessary for such teaching. It includes the correct use of the singing voice, elementary eurhythmics, elementary theory (including major and minor modes), keys and meters used in simple songs, tonal and rhythmic notation, elementary song form, eartraining and keyboard harmony as a basis for simple accompaniments.

Students will be grouped according to their stage of development.

MUSIC 310—MUSIC APPRECIATION—ADVANCED COURSE

3 hours per week. (Credit 3 hours.)

A further study of the world's music literature. A general survey of musical styles—classic, romantic, impressionistic, modern,—with illustration and discussion. Study of the music of these periods in relation to historical and social backgrounds and to literature and art. Includes guidance in the choice and presentation of music appropriate for study in the elementary school and the planning of units of work in appreciation.

MUSIC 311—ENSEMBLE SINGING, SIGHT SINGING AND CONDUCTING.

3 hours per week. (Credit 3 hours.)

Group instruction in voice and song interpretation. Ear training and sight reading of many unison and part songs. Individual and group performance. Conducting.

Students enrolled in this course are expected to participate in the Glee Club.

PRACTICUM IN MUSIC INSTRUCTION

(Credited as Education 302-6b.)

2 hours per week. (Credit 1 hour.)

Course description on page 57.

MUSIC IN THE JUNIOR HIGH SCHOOL

(Credited as Education 323.)

3 hours per week. (Credit 3 hours.)

A course designed to develop a sympathetic understanding of music as it functions in the junior high school. Participation in choral work appropriate to these grades, with discussion of junior high school vocal problems; problems in guidance in the field of instrumental music; music literature in correlation with social studies.

MUSIC IN THE ELEMENTARY SCHOOL—ADVANCED COURSE

(Credited as Education 430.)

3 hours per week. (Credit 3 hours.)

A survey and summary of the work in music in the elementary school. Examination of courses of study in use in the city and the counties and in important places outside the state. Evaluation of materials and procedures current in school music teaching. Consideration of all types of music activities in their relation to an integrated program. Creative work.

Students will have opportunity to participate in the planning and carrying out of musical projects in the Lida Lee Tall School.

PSYCHOLOGY

Miss Bersch

Mr. Moser

Mrs. Fowler

Society requires of teachers to whom it intrusts its children that they become able to exercise sympathetic understanding, wise guidance, and intelligent direction of the growing child to the end that he may become a well-adjusted personality and an asset to his community. Psychology claims as its peculiar responsibility the promotion of growth in the understanding, prediction, and control of human behavior.

PSYCHOLOGY 201—GENERAL PSYCHOLOGY

3 hours per week. (Credit 3 hours.)

The problems, methods, facts and principles of psychology which are useful in explaining human experience and behavior. The materials cut across the various fields of psychology in order to give a survey of the science of psychology as a whole. Among the topics treated are: scope and methods of psychology; general principles of psychological development; learning, remembering and thinking; motivation of behavior; perception; feeling and emotion; measurement of individual differences. Open to junior college students only.

PSYCHOLOGY 205—HUMAN GROWTH AND DEVELOPMENT

3 hours per week. (Credit 3 hours.)

Deals with the development, adjustments, capacities and training of the child from time of conception to puberty. Emphasis is placed upon the relationships between the biological and social influences which modify the developmental pattern from individual to individual.

PSYCHOLOGY 206—PROBLEMS OF ADJUSTMENT

3 hours per week. (Credit 3 hours.)

Surveys the physiological, social, and cultural foundations of behavior and traces the rise of personality, or life organization, through the interaction of these variables. Normal variations in individual adjustment patterns arising from internal and external forces acting upon the individual will receive special attention.

PSYCHOLOGY 207—PSYCHOLOGY OF ADOLESCENCE

3 hours per week. (Credit 3 hours.)

Physical, emotional, intellectual development during adolescence; social development and heterosexuality; adolescent personality; problems of adjustment; juvenile delinquency; guidance of adolescents.

PSYCHOLOGY 420—MENTAL HEALTH

3 hours per week. (Credit 3 hours.)

Mental habits, attitudes and ideas which promote adjustment; consideration of deviations found in classrooms; responsibility of the teacher and his part in developing the mental health of his pupils.

SCIENCE

Mr. Cox
Mr. Crook

Miss McKibben
Miss Odell

Mr. J. Y. West

The curriculum in natural science helps students to understand their natural environment and the scientific phenomena which are part of their everyday lives. Many of the experiences of students are planned to bring about a better understanding of growth and development, especially in relation to the maturing processes of children.

The courses are designed not only to enrich the students' background but also to make them better able to select desirable experiences in natural science for pupils.

SCIENCE 101-102—BIOLOGICAL SCIENCE

4 hours per week for two semesters. (Credit 6 hours.)
Principles of Zoology, 3 hours; Principles of Botany, 3 hours.

This course is particularly concerned with the study of the methods by which biological knowledge is acquired and tested. The content includes a study of the general characteristics of living things, a survey of the animal and plant kingdoms with emphasis on the evolutionary sequences; and a study of the life histories of representative animals and plants.

SCIENCE 104-105—BIOLOGICAL PRINCIPLES

6 hours per week for two semesters. (Credit 8 hours.)

This is a course in general biology with most of the illustrative material taken from the field of animal biology. The anatomy and physiology of a representative series of animal forms are studied in evolutionary sequence. Life histories of certain animals are studied in detail, and an attempt is made to explain their adaptations and habits in the light of relationships and environment. Common generalizations applicable to all living things are studied. Two hours of lectures and four hours of laboratory. Open to junior college students only.

SCIENCE 202-203—PHYSICAL SCIENCE

4 hours per week for two semesters. (Credit 6 hours.)

This course is designed to give a broad acquaintance with the various fields of the physical sciences. Its primary aim

is to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to living. Its material is selected from the fields of astronomy, earth sciences, physics and chemistry. It cuts across the boundaries of these fields in order to bring out their relationships and to provide a background for the understanding and appreciation of the cooperative nature of the scientific advances of today.

SCIENCE 204-205—ELEMENTS OF PHYSICS

5 hours per week for two semesters. (Credit 8 hours.)

A general survey course in physics designed to meet the needs of students who are working toward liberal arts degrees, but not to meet the requirements of engineering, medical, dental or other professional schools. The topics include mechanics, properties of matter, sound, heat, magnetism, electricity and light. Two two-hour lectures with demonstrations, experiments and class discussion, and one hour of laboratory.

SCIENCE 206-207—GENERAL CHEMISTRY

6 hours per week for two semesters. (Credit 8 hours.)

These courses constitute the first year of college chemistry both for students who have not taken high school chemistry and for those who have. The content includes the study of the bases for chemical and physical properties of matter; chemical calculations; a study of the elements, their occurrence, extraction, uses, properties and common compounds. Two one-hour lectures and four hours of laboratory.

SCIENCE 420—ORNITHOLOGY

4 hours per week. (Credit 3 hours.)

A laboratory and field course in bird identification, structure, behavior, ecology, and general economic relationships. Emphasis is placed upon the birds of the Baltimore area. Migration and individual bird movements are studied at the U. S. Government approved Banding Station which has been established on the campus.

SCIENCE 421—GENERAL ENTOMOLOGY

4 hours per week. (Credit 3 hours.)

A laboratory and field course in the study of insects. Recognition of the more common orders, and a study of their

structure, behavior, ecology, economic importance and control. Special attention is given to the needs of students in preparing teaching materials.

SCIENCE IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 302-2. Course description on page 56.

SCIENCE IN THE JUNIOR HIGH SCHOOL

3 hours per week.

Credited as Education 305-3. Course description on page 60.

SOCIAL SCIENCE

Geography, Economics, History, Political Science, Sociology.

Miss Blood

Miss Kahl*

Mr. Livingston

Mr. Matthews

Mr. McCleary

Mr. Walther

Mr. Willis

Miss Woodward

The social sciences help the student to become aware of his place and responsibility as a citizen of a democracy, and as a member of the world community. In addition, they help the prospective teacher to gain an appreciation of the social process and of the development of the differentiated patterns of culture as they evolve in the varied natural settings of the earth. Survey and specialized courses are offered so that the student may gain an understanding of the contemporary scene that is both broad and deep.

Twenty-four semester hours of credit in the social sciences are required of teachers college students. Of these credits, eighteen hours are prescribed, and six hours are elective. One of the elective courses must be selected from the following group.

Social Science 320—History and Geography of Maryland (open to juniors and seniors)	..... 3 hours
Sociology 401—Introduction to Sociology	..... 3 hours
Economics 402—Introduction to Modern Economic Thought	..... 3 hours
Political Science 406—Government of the United States	..... 3 hours
Political Science 407—Comparative Government of Foreign Powers	..... 3 hours

*On leave of absence 1948-49

COURSES IN GEOGRAPHY

GEOGRAPHY 103-104—ELEMENTS OF GEOGRAPHY

3 hours per week for two semesters. (Credit 6 hours.)

This course comprises a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. It aims to build an appreciation of the types of civilization which have developed in different environments, and of the ways in which the natural balance can be disturbed through the productive and exploitive activities of mankind. A survey of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of the course. Diverse regions of the earth are studied with emphasis on the inter-relationships between plant, animal, and human life and the natural environment. Map reading and interpretation are stressed as tools of geographic thinking and expression.

GEOGRAPHY 310—REGIONAL GEOGRAPHY OF THE UNITED STATES

3 hours per week. (Credit 3 hours.)

The common social, economic and political interests of the major regions of the United States, as outlined by Odum, form the basis of this study. It describes and interprets the culture patterns of each region in relation to the natural settings in which they have developed.

GEORGRAPHY 311—REGIONAL GEOGRAPHY OF EUROPE

3 hours per week. (Credit 3 hours.)

Not offered in 1949-50.

SOCIAL SCIENCE 320—HISTORY AND GEOGRAPHY OF MARYLAND

3 hours per week. (Credit 3 hours.)

Political, social and economic development of the state and its relations to major events in the development of the nation. Natural resources; regional land use; industrial development, particularly in the Baltimore area. Field trips are taken to places of historical and geographical interest.

GEOGRAPHY 410—REGIONAL GEOGRAPHY OF THE FAR EAST

3 hours per week. (Credit 3 hours.)

A study of some of the human and economic resources and problems of Japan, China and India. Traditional land

use, recent commerical agriculture, real and potential industrial development, political problems, and the relation of these regions to current world affairs.

GEOGRAPHY 411—ECONOMIC GEOGRAPHY

3 hours per week. (Credit 3 hours.)

The regional distribution of the world's resources, industries and population with emphasis upon problems of international trade. An analysis of the productive and extractive industries, manufacturing, and commerce in relation to the geographic environment and the cultural level of the people.

COURSES IN HISTORY

HISTORY 201-202—HISTORY OF WESTERN CIVILIZATION

3 hours per week for two semesters. (Credit 6 hours.)

Traces the development of European man as a social being, from the establishment of the Greek City to the present time. Consideration will be given Europe's debt to the ancient Oriental civilizations of Egypt, Crete, and Mesopotamia. Movements rather than events will be stressed, with particular emphasis upon social, economic, and political phases of Western life.

HISTORY 304—BRITAIN IN THE NINETEENTH CENTURY

3 hours per week. (Credit 3 hours.)

The British Empire in the period of its greatness. The struggle against France, the Industrial Revolution, the rise of the bourgeoisie to political control, the spread of empire, the symbolism of the Victorian era, and the evolution of democratic processes. Prerequisite: History 201-202.

HISTORY 310—EUROPE SINCE 1914

3 hours per week. (Credit 3 hours.)

Events leading to World War I, the course of that conflict, and the peace which followed. Special attention is given to the rise of conflicting political ideologies between wars; Germany's drive to control central Europe; the origins, strategies, and results of World War II. The material achievements of the modern age will be viewed in light of the evolving world. Prerequisite: History 201-202.

SOCIAL SCIENCE 320—HISTORY AND GEOGRAPHY OF MARYLAND

3 hours per week. (Credit 3 hours.)

Course description on page 77.

HISTORY 402-403—HISTORY OF THE UNITED STATES

3 hours per week for two semesters. (Credit 6 hours.)

A comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

HISTORY 411—THE UNITED STATES SINCE 1914

3 hours per week. (Credit 3 hours.)

A detailed study of the economic, social and political history of the United States since 1914 as it affects the present status and future development of the American people. Prerequisite: History 402-403.

COURSES IN SOCIOLOGY, ECONOMICS AND POLITICAL SCIENCE

SOCIOLOGY 401—INTRODUCTION TO SOCIOLOGY

3 hours per week. (Credit 3 hours.)

A study of the development of group life of man from perhistoric times to the present. Patterns of individual and group behavior, social interaction, the rise and diffusion of culture elements, custom and fashion, caste and social classes, patriarchal and matriarchal societies, folkways, family and tribal organization are considered. The study of selected social problems is also included.

ECONOMICS 402—INTRODUCTION TO MODERN ECONOMIC THOUGHT

3 hours per week. (Credit 3 hours.)

A brief survey of the principles, history and problems of economics with the purpose of giving a general understanding of the economic phases of national and international problems. Some attention is given to personal and consumer economics.

POLITICAL SCIENCE 406—GOVERNMENT OF THE UNITED STATES

3 hours per week. (Credit 3 hours.)

The principles, structure and functions of the government of the United States, and the problems involved in the extension of the scope of democratic government in our con-

temporary life. Emphasis is placed upon the nature and growth of our government as an instrument of democratic control.

POLITICAL SCIENCE 407—COMPARATIVE GOVERNMENT OF
FOREIGN POWERS

3 hours per week. (Credit 3 hours.)

A comparative survey of the constitutional and legal processes of England, France, Russia, Italy, Germany, China and Japan. At the end of the semester attention is given to the smaller social-democratic states of Europe.

COURSES IN EDUCATION

SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 302-1. Course description on page 55.

SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL

3 hours per week.

Credited as Education 305-4. Course description on page 60.

GRADUATES

BACHELOR OF SCIENCE DEGREES-JUNE 15, 1948

Ackley, William Edward	Carroll County
Bleakley, Mary Caples	Baltimore County
Brooks, Mary Lee	Baltimore County
Caltrider, Violet Marie	Baltimore County
Carroll, Ellen Margaret	Baltimore County
Chenworth, Dorothea Elizabeth	Baltimore County
Comstock, Catherine Thomas	Montgomery County
Cornthwaite, David Lloyd	Baltimore City
Corwell, Phyllis Kane	Washington County
Cox, Mary Belle	Baltimore County
Crawford, Audrey Ellen	Baltimore County
Dallam, Nancy Lee	Harford County
D'Amario, Dorothy Madelene	Baltimore City
Daniels, Ralph Cecil	Baltimore City
DeHoff, Ruth Eileen	Baltimore County
Evans, Virginia Lee	Anne Arundel County
Franz, Virginia Lee	Baltimore County
Fuqua, Nancy Leftwich	Baltimore City
Galley, Franklin Peter	Baltimore City
Galperin, Miriam	Baltimore City
Gross, Ruth Loretta	Harford County
Hale, Doris Louise	Baltimore County
Hammerman, Donald Robert	Baltimore City
Hart, John Joseph	Baltimore City
Hennlein, Margaret	Baltimore County
Hosier, Charlotte Burns	Baltimore City
Hutton, John Narcis	Cecil County
Johnson, Betty Jane	Harford County
Kemp, Ruby Marguerite	Baltimore County
Kerber, Anna Mae	Baltimore City
Kubar, Mildred Mary	Baltimore County
Leonard, Ilia Jana	Baltimore City
McFadden, Sara Elizabeth	Baltimore City
Mattingly, Mary Norma	Baltimore City
Miller, Doris Elaine	Baltimore City
Miller, Elizabeth Louise Hendricks	Baltimore City
Miller, Kathleen Matilda	Baltimore City
Paul, Edith	Baltimore City

Pelton, Paula	Baltimore City
Pennington, Margaret Elizabeth.....	Baltimore City
Post, Jean Claire.....	Charlottesville, Va.
Ritter, Jean Carol.....	Baltimore, County
Rosen, Sylvia Sara.....	Baltimore County
Schisler, Elizabeth Catherine.....	Baltimore County
Shubkagle, Ruby Friese.....	Carroll County
Shugar, Bernice	Baltimore City
Simpson, Elisabeth Pollock.....	Wilmington, Delaware
Smith, Elva Mae.....	Baltimore City
Snell, Ruth Elizabeth.....	Baltimore City
Spellman, Oswald Barkdoll.....	Baltimore City
Spruill, Betty Anne.....	Baltimore City
Thomas, Ethel Blanche.....	Baltimore County
Vance, Shirley Marguerite.....	Baltimore City
Van Dyke, Eleanor Elizabeth.....	Baltimore County
Varner, Marian Allison.....	Baltimore City
Wampler, Helen Elfeda.....	Carroll County
Wood, Estelle May.....	Cecil County
Wood, Helen Mae.....	Baltimore City
Young, Sara Jane.....	Frederick County

JUNIOR COLLEGE

ASSOCIATE IN ARTS DEGREE—JUNE, 1948

Ackerman, Helen May.....	Baltimore City
Anderson, Gordon Herbert.....	Baltimore County
Arthur, Donald	Baltimore City
Bissett, Robert Thomas.....	Harford County
Block, Carolyn Arnold.....	Baltimore City
Buckingham, Kenneth Lee.....	Baltimore City
Buckingham, Melvin Guy.....	Baltimore City
Byrnes, Ellen Virginia.....	Baltimore City
Clark, Joseph Hopkins.....	Howard County
Clements, Ann Louise.....	Baltimore City
Cline, William Edwin.....	Baltimore County
Cornell, Patricia Virginia.....	Baltimore County
Costlow, John DeForest, Jr.....	Baltimore County
Crouse, John Gene.....	Baltimore County
DeFries, Jules Max.....	Baltimore County
Doenges, Carl Philip, Jr.....	Baltimore City
Dohme, Dorothy Louise.....	Baltimore City

Eliason, Grafton	Baltimore City
Eskite, Elizabeth Davis	Baltimore City
Estep, Elizabeth Berkeley	Baltimore City
Faulkner, Melba Margaret	Baltimore County
Feehan, William Herbert	Baltimore County
Fox, William Norman	Baltimore County
Froehlich, Patricia Lee	Baltimore City
Goldwin, Richard Anthony	Baltimore City
Gorrell, Mary Eileen	Cecil County
Hoddinott, Charles Warren	Baltimore City
Jaeger, Bill Jack	Baltimore City
Lane, Esther	Baltimore City
Lawrence, Francis Joseph	Baltimore County
Marken, Myles Gordon	Baltimore City
Merriman, William	Baltimore City
Miller, Samuel, Jr.	Baltimore County
Moore, Norma Jean	Baltimore County
Riordan, William Courtney	Baltimore County
Romagnoli, Mario Anthony	Baltimore City
Rothman, Barbara Sharon	Baltimore City
Schilling, Edward, Jr.	Baltimore City
Schwartz, Jerome Sanford	Baltimore City
Smith, Eleanor Jane	Baltimore County
Smith, Gerald Nelson	Baltimore City
Teter, Phyllis June	Greeley County, Nebraska
Waldrop, Fred Ervin	Baltimore County
Walke, Mary Anna	Anne Arundel County
Wolf, Hobart, Jr.	Carroll County
Zick, Elmer Louis	Baltimore City

SENIOR CLASS OFFICERS OF 1948

President Donald Hammerman	Secretary Anna Mae Kerber
Vice-President Elva Mae Smith	Treasurer Ethel Thomas

MEMBERS OF THE GRADUATING CLASS ELECTED TO KAPPA DELTA PI

Ellen Carroll	Donald Hammerman
Dorothea Chenworth	Ilia Leonard
Audrey Crawford	Doris Miller
Ralph Daniels	Jean Ritter
Ruth DeHoff	Betty Spruill
Nancy Fuqua	Eleanor Van Dyke
Franklin Peter Galley	Helen Wampler

NUMBER OF GRADUATES, JUNE, 1948-40

TOTAL NUMBER OF GRADUATES, Since 1866-7,476

ENROLLMENT 1948-49 (As of Oct. 1, 1948)

Freshman

	Women	Men	Total
Teachers College	192	44	236
Junior College.....	31	54	85

Sophomores

Teachers College	120	45	165
Junior College	9	42	51
Juniors	91	32	123
Seniors	68	8	76
	<hr/>	<hr/>	<hr/>
	511	225	736

Students Admitted

February, 1949

Junior College Freshmen.....	7	13	20
Teachers College Specials.....	3	5	8
	<hr/>	<hr/>	<hr/>
	521	243	764

ALUMNI ASSOCIATION
of the
STATE TEACHERS COLLEGE
TOWSON, MARYLAND
OFFICERS AND EXECUTIVE BOARD
1948-1949

- President* Joshua R. Wheeler, 2907 Dunbrin Road,
Dundalk 22
- 1st Vice President* Anne Shepperd, Upper Falls
- 2nd Vice President* Mary S. Braun, 6204 Blackburn Lane, Baltimore
12
- 3rd Vice President* Doris Burtnett Fosler (Mrs Herbert Fosler),
4615 Marble Hill Road, Baltimore 18
- Secretary* Helen Jeffers Davies (Mrs Thomas Davies),
2126 Oakland Avenue, Baltimore 20
- Asst. Secretary* Catherine Cronin, 5202 Catalpha Road,
Baltimore 14
- Treasurer* Mary Norris Lynch (Mrs. Charles E. Lynch),
512 Orkney Road, Baltimore 12
- Asst. Treasurer* Iva Jenkins Lutz (Mrs. John Lutz),
4403 Walther Blvd., Baltimore 14
- Field Secretary* Mary H. Scarborough, 447 Rosebank Avenue,
Baltimore 12
- Executive Committee*:.. Harold E. Moser, State Teachers College,
Towson-4
- Barbara Whitehurst Long (Mrs. Conrad J. Long),
3900 Clifton Avenue, Baltimore-16
- Willie Pritchett Schluderberg (Mrs. George W.
Schluderberg), Dunmanway Apartments,
Dundalk-22
- Bessie Arterburn Rich (Mrs. Everett E. Rich),
3627 Rexmere Road, Baltimore 18
- Earle T. Hawkins, State Teachers College,
Towson-4

STATE TEACHERS COLLEGE

Towson, Maryland

SPECIAL SUMMER PROGRAM

June 26 - August 4, 1950

WELCOME TO TOWSON!

It is a pleasure to welcome to State Teachers College the students attending the special summer program for college graduates.

You who are attending the summer session are fortunate to have completed a four-year college program, but in the teaching of children knowledge of subject matter is only one factor. At least two other factors are involved in successful teaching: One is some understanding of the ways children learn; the other is some familiarity with the ways people teach effectively. The program here at Towson this summer has been designed to give the students some insight into both of these important factors.

It should be remembered that teaching is both a science and art. All the courses in the world will not make a good teacher, but there are things that can be learned by studying what others have utilized successfully and studying also the way children learn and what they are ready to learn at different stages of their development.

All of us at Towson hope that your stay here this summer will be both pleasant and profitable. We shall do everything in our power to make it so.

EARLE T. HAWKINS
President

Faculty - Integrated Program

Faculty - Second Year Program

Faculty - Lida Lee Tall School

Miss Kathryn E. Morrow.....	First Grade
Miss Agnes Carlton.....	Second Grade
Miss Irene Scally.....	Third Grade
Miss E. Heighe Hill.....	Fourth Grade
Miss Marguerite Dougherty.....	Fifth Grade
Mrs. Marie Schmuck.....	Sixth Grade

STUDENTS

<u>Home Address</u>	<u>Degree</u>	<u>Teaching Assignment</u>
Adams, Harry V. 613 Louisiana Avenue Cumberland, Maryland	B.A. - 1950 Western Maryland	Baltimore County Intermediate
Allen, H. Victoria 3517 Pelham Avenue Baltimore 13, Maryland	A.B. - 1946 Wheaton College, Ill.	Baltimore City Primary
Anderson, Geraldine 211 Murdock Road Baltimore 12, Maryland	B.A. - 1950 Goucher College	Baltimore City Primary
Ankeney, Mrs. Anita R. Box 4 Clear Spring, Maryland	B.A. - 1944 Western Maryland	Washington County Intermediate
Armacost, Virginia Lee Finksburg, Maryland	A.B. - 1950 Western Maryland	Baltimore City Intermediate
Arnold, Mary 22 Dunkirk Road Baltimore 12, Maryland	B.A. - 1950 Notre Dame of Md.	Baltimore City Intermediate
Askin, Jodean 6801 Park Heights Ave. Baltimore 15, Maryland	B.S. - 1946 University of Md.	Baltimore City Kindergarten
Aspridy, Chrisoula 1 Leeway Street Dundalk 22, Maryland	B.S. - 1948 Univ. of Rochester	Baltimore County Intermediate
Auld, Marion E. 3261 Chestnut Avenue Balto. 11, Md.	B.A. - 1950 Western Maryland	Baltimore City Intermediate
Bachman, Sarah Jaffe 3412 Alto Road Balto. 16, Md.	B.A. - 1950 Goucher College	Baltimore City Primary
Bamberger, Ann Wren 1710 South Road Balto. 9, Md.	B.A. - 1949 Notre Dame of Md.	Baltimore City Primary
Barker, Mary 3908 Peakland Place Lynchburg, Virginia	B.A. - 1948 Converse College	Harford County Primary

BAKER, BETSY

B.A.

BALTO. Co.

439 EDGEWATER APTS

ROMAN'S College

ENT.

BALTO. 30

N. CAROLINA

Barnhart, James 714 Brookwood Road Balto. 29, Md.	B.S. - 1950 Univ. of Md.	Baltimore City Intermediate
Barranger, Kathleen 211 Dunkirk Road Balto. 12, Md.	A.B. - 1950 Notre Dame of Md.	Baltimore City Primary
Barrett, Audrey 5508 Belair Road Balto. 6, Md.	B.S. - 1950 Johns Hopkins Univ.	Baltimore City Primary
Barstow, Mary Louise 215 Central Ave. Clyndon, Md.	B.A. - 1950 St. Joseph College	Baltimore City Intermediate
Barthel, Mildred 107 Hilton Ave. Catonsville 28, Md.	A.B. - 1946 Western Maryland	Baltimore City Primary
Beamer, Elizabeth Westminster, Md.	A.B. - 1950 Western Maryland	Carroll County Intermediate
Becker, Mary Elizabeth 100 W. University Pkwy. Balto. 10, Md.	B.A. - 1949 Western Maryland	Baltimore City Primary
Benjamin, William 3915 Calverton Drive Hyattsville, Md.	B.A. - 1950 Univ. of Maryland	Baltimore County Intermediate
Benner, Conrad 1814 Ashburton Street Balto. 16, Md.	B.A. - 1949 Univ. of Maryland	Baltimore City Intermediate
Bishop, Margaret O. 7301 Dunlawn Court Balto. 22, Md.	B.A. - 1938 Univ. Iowa	Baltimore County Primary
Bober, Jerome 4138 Woodhaven Ave. Balto. 16, Md.	B.S. - 1950 Johns Hopkins	Baltimore City Intermediate
Bockover, Mary Gill 612 Harwood Ave. Balto. 12, Md.	A.B. - 1945 Univ. of Maryland	Baltimore City Primary
Bocker, Dorothy M. 364 Lewis Street Havre de Grace, Md.	B.A. - 1949 Mary Washington	Harford County Intermediate

Blaney, Clarabelle Lee 118 W. Ostend St. Balto. 30	B.A. Western Md.	Balto. City Primary
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Bryant, Irene (Mrs.) 4613 Old Frederick Rd. Balto. 29, Md.	B.A. - 1947 Univ. Buffalo	Baltimore City Primary
Cahill, Mrs. Arlene 1718 E. Glen Keith Blvd. Towson 4, Md.	B.A. - 1949 Upsala College	Baltimore County Intermediate
Callahan, Elizabeth 306 East 20th St. Balto. 18, Md.	B.S. - 1948 Mt. St. Agnes College	Harford County Intermediate
Canady, Evelyn 907 Belgian Ave. Balto. 18, Md.	A.B. - 1937 Goucher College	Baltimore City Primary
Capozzi, Marian 6802 Dunhill Rd. Balto. 22, Md.	B.S. - 1949 Univ. of Maryland	Baltimore County Primary
Case, Marjorie 99 E. Green St. Westminster, Md.	A.B. - 1932 Notre Dame of Md.	Carroll County Intermediate
Castagna, Theodora 614 Parkwyrrh Ave. Balto. 18, Md.	B.S. - 1949 Johns Hopkins	Baltimore City Primary
Chasson, Gloria 3705 Garrison Blvd. Balto. 15, Md.	B.A. - 1946 Goucher College	Baltimore City Primary
Cinquegrani, Lucille V. 3632 Roxmere Rd. Balto. 18, Md.	B.A. - 1947 Notre Dame of Md.	Baltimore City Primary
Coblentz, LaRue 354 Main St. Reisterstown, Md.	A.B. - 1950 Western Maryland	Baltimore City Elementary-Librarian
Coffman, Iris A. 40 Ravenwood Heights Hagerstown, Md.		Washington County Intermediate
Cohen, Dena 5124 Queensberry Ave. Balto. 15, Md.	A.B. - 1945 Univ. of M.C.	Baltimore City Intermediate
Colaiacono, Alfred E. 3306 Fleet Street Balto. 24, Md.	B.S. - 1950 Univ. of Md.	Baltimore City Intermediate

Collins, Mary Jane 4615 Rokeby Road Balto. 29, Md.	B.A. - 1949 Notre Dame of Md.	Baltimore City Primary
Conoway, Frances Jane Mount Airy, Md.	B.A. - 1949 Western Maryland	Carroll County Primary
Connelly, Michael J. 405 E. Lynn Ave. Balto. 23, Md.	B.S. - 1950 Univ. of Md.	Baltimore City Intermediate
Cook, Ann 625 S. Washington St. Havre de Grace, Md.	B.A. - 1949 Notre Dame of Md.	Harford County Intermediate
Cooke, Joan 448 Highland Ave. Orange, N.J.	B.A. - 1950 Goucher	Baltimore County Primary
Coonin, Joel 1921 Clifton Ave. Balto. 17, Md.	B.A. - 1949 Univ. of Md.	Baltimore City Intermediate
Corcoran, Margaret 609 Plymouth Road Balto. 29, Md.	B.A. - 1948 Notre Dame of Md.	Baltimore County Primary
Coursey, James E. 5200 Elmer Ave. Balto. 15, Md.	B.A. - 1949 Middlebury College	Baltimore County Intermediate
Crandall, Janet L. 1011 Main St. Crisfield, Md.	B.S. - 1950 Univ. of Md.	Baltimore City Primary
Crawley, Jean E. 625 North Bend Rd. Balto. 29, Md.	B.A. - 1949 Univ. of Md.	Baltimore County Primary
Criss, Helen 207 N. Queen St. Chestertown, Md.	B.A. - 1943 Washington College	Kent County Primary
Crouse, John Gene 8323 Pelair Rd. Balto. 6, Md.	A.B. - 1950 Western Maryland	Baltimore County Intermediate
Culleton, Jeanne College Ave. Ellicott City, Md.	B.A. - 1950 Notre Dame of Md.	Baltimore City Primary

Cutright, Clinton Stockton, Md.	B.S. - 1949 Univ. of Md.	Worcester County Primary
Davis, Ruth V. 2609 Manhattan Ave. Balto. 15, Md.	B.A. - 1945 Univ. Pennsylvania	Baltimore City Intermediate
Day, Betty 106 Willis Street Westminster, Md.	A.B. - 1950 Western Maryland	Carroll County Intermediate
DePaola, Rudolph 4410 Old Frederick Rd. Balto. 29, Md.	B.A. - 1950 Univ. of Maryland	Baltimore County Intermediate
Dickler, Elaine 2437 W. North Ave. Balto. 16, Md.	B.A. - 1950 Univ. of Maryland	Baltimore City Primary
DiPaula, Philip 903 North Woodington Rd. Balto. 29, Md.	B.S. - 1949 Univ. of Maryland	Baltimore City Intermediate
Dodd, Barbara 2808 Hillcrest Ave. Balto. 14, Md.	B.A. - 1949 Western Maryland	Baltimore County Primary
Dodd, Virginia 2808 Hillcrest Ave. Balto. 14, Md.	B.A. - 1948 Western Maryland	Baltimore County Primary
Donohoe, Theresa Massey, Maryland	B.S. - 1950 Washington College	Queen Anne County Intermediate
Doyle, Betti Ann 2854 Lake Ave. Balto. 13, Md.	B.A. - 1950 Notre Dame of Md.	Baltimore County Primary
Ellison, Gloria 16 Osborne Ave. Catonsville 28, Md.	B.A. - 1949 Washington College	Baltimore County Intermediate
Elman, Jean 2408 Druid Hill Ave. Balto. 17, Md.	B.A. - 1949 Goucher	Baltimore City Primary
Elman, Sophia Sue 2408 Druid Hill Ave. Balto. 17, Md.	B.A. - 1950 Univ. of Md.	Baltimore City Primary

Emela, Blanche E.
Route #15, Box 129C
Balto. 20, Md.

B.A. - 1949
Univ. of Md.

Baltimore County
Primary

Engler, Ethel M.
5712 Maple Hill Rd.
Baltimore 14, Md.

B.A. - 1921
Goucher

Baltimore City
Intermediate

Ennis, Rachel
Parsonsborg, Md.

B.A. - 1950
Western Maryland

Wicomico County
Intermediate

Evans, Jean
6 Burning Tree Court
Bethesda 14, Md.

A.B. - 1950
Washington College

Montgomery County
Primary

Feehley, George
405 S. Bouldin St.
Balto. 24, Md.

B.S. - 1949
Univ. of Md.

Baltimore City
Intermediate

Feldman, Norma R.
2712 North Longwood St.
Balto. 16, Md.

B.A. - 1949
Univ. of Md.

Baltimore City
Intermediate

Flaccoc, Ruby
808 Cathedral St.
Balto. 1, Md.

B.Mus. - 1933
Converse College

Baltimore City
Primary

Foley, Thomas
4129 Potter St.
Balto. 29, Md.

Baltimore City
Intermediate

Foreman, Elaine
3501 N. Hilton Street
Balto. 16, Md.

B.S. - 1946
Univ. of Maryland

Baltimore City
Kindergarten

Forster, Mariet
4420 Marble Hall Road
Balto. 18, Md.

B.A. - 1950
Goucher

Baltimore City
Primary

Fox, Lorick F.
7019 Galt Ave., N.W.
Washington, D.C.

B.S. - 1950
American University

Prince George County
Intermediate

Foxworthy, Lois (Mrs.)
801 North Broadway
Balto. 5, Md.

A.B. - 1948
Goucher College

Baltimore City
Intermediate

Franke, Mrs. Betty Ehlers
8207 Loch Raven Blvd.
Towson 4, Md.

A.B. - 1950
Univ. of Maryland

Baltimore City
Intermediate

Fait, H.C. Davidson
2904 Kildaire Drive
Balto 14, Md

Baltimore County
Intermediate

Fritz, Donald
303 St. Dunstons Rd.
Baltimore 12, Md.

A.B. - 1950
Johns Hopkins

Baltimore City
Intermediate

Froehlinger, Elvira
217 Gaywood Road
Baltimore 12, Md.

B.A. - 1948
Notre Dame of Md.

Baltimore City
Primary

Garb, Betty
1811 Gwynns Falls Pkwy
Balto. 17, Md.

A.B. - 1945
Goucher

Baltimore City
Intermediate

Gardill, Jane E.
4304 LaSalle Ave.
Balto. 6, Md.

A.B. - 1945
Gettysburg College

Baltimore City
Intermediate

Genecin, Rita
1406 Eutaw Place
Balto. 17, Md.

B.A. - 1945
Goucher

Baltimore City
Intermediate

Gessler, Carolyn
11 S. Abington Ave.
Balto. 29, Md.

A.B. - 1945
Notre Dame of Md.

Baltimore City
Primary

Getz, Betty
2519 Garrison Blvd.
Balto. 16, Md.

B.A. - 1945
Univ. of Md.

Baltimore City
Primary

Grafton, Mary K.
3 N. Connolly Road
Benson, Md.

A.B. - 1948
Western Maryland

Baltimore County
Intermediate

Graveson, Barbara
5517 Pioneer Drive
Balto. 14, Md.

B.A. - 1950
Notre Dame of Md.

Baltimore County
Intermediate

Grose, Raymond
3606 Elm Ave.
Balto. 11, Md.

A.B. - 1944
Concord College

Harford County
Intermediate

Gruner, Diane
103 N. Monastery Ave.
Balto. 29, Md.

A.B. - 1950
Mt. Saint Agnes
College

Baltimore City
Primary

Habighurst, Mary E.
3606 Frederick Ave.
Balto. 29, Md.

A.B. - 1950
Notre Dame of Md.

Baltimore County
Primary

Hager, Mary Price
304 Edsdale Road
Balto. 29, Md.

B.A. - 1949
Western Maryland

Baltimore County
Primary

Hall, Margaret R. 132 Law Street Aberdeen, Md.	B.A. - 1945 Univ. of Maryland	Harford County Intermediate
Hallwig, Elaine F. 640 Wildwood Parkway Balto. 29, Md.	B.A. - 1945 Univ. of Maryland	Baltimore County Intermediate
Hann, Mary Louise 1204 Bolton Street Balto. 17, Md.	B.A. - 1950 Notre Dame of Md.	Baltimore City Primary
Harman, Anne Marie 2723 N. Charles St. Balto. 18, Md.	A.B. 1950 Notre Dame of Md.	Baltimore City Primary
Hastings, Mrs. Gene G. 5501 Windsor Mill Rd. Balto. 7, Md.	A.B. - 1933 Univ. of Pittsburgh	Baltimore County Primary
Hawkins, Janet C. 924 Belgian Ave. Balto. 18, Md.	A.B. - 1945 Goucher	Baltimore City Intermediate
Hayes, Arnold 2914 Kildaire Drive Balto. 14, Md.	A.B. - 1943 Washington College	Baltimore City Intermediate
Heemann, Jean 3403 Southern Ave. Balto. 14, Md.	B.A. - 1945 Western Maryland	Baltimore City Primary
Heimer, Mrs. Betty 4012 Fernhill Ave. Balto. 15, Md.	B.S. - 1949 U. of Maryland	Baltimore County Primary
Heise, Martha Lee 4424 Marble Hall Rd. Balto. 18, Md.	A.B. - 1950 Univ. of Md.	Baltimore City Primary
Heller, Hannah Ida 3204 N. Hilton St. Balto. 16, Md.	A.B. - 1944 Goucher	Baltimore City Intermediate
Heppard, Jane G. 90 Torgue Way Balto. 20, Md.	M.A. - 1948 N.Y. State Teachers College	Baltimore City Primary
Hoffmeister, Helen 629 Sussex Road Balto. 4, Md.	B.A. - 1950 Notre Dame of Md.	Baltimore City Primary

Hohman, Janet
2817 Mayfield Ave.
Balto. 13, Md.

A.B. - 1950
Mt. St. Agnes
College

Baltimore City
Intermediate

Holland, Ruth C.
1201 Camden Ave.
Salisbury, Md.

A.B. - 1950
Western Maryland

Wicomico County
Primary

Humphreys, Harry A.
5509 Gwynndale Ave.
Balto. 7, Md.

B.S. - 1937
Albright College

Baltimore City
Intermediate

Jasper, Dorothea
22 Rosemont
Frederick, Md.

A.B. - 1949
Hood

Montgomery County
Primary

Jensen, Betty Jean (Mrs.)
C/O Dr. M. N. Jensen
Veterans Hospital
Fort Howard, Md.

B.S. - 1941
Southern Methodist

Baltimore County
Primary

Johnson, Joyce
West Gordon St.
Bel Air, Md.

D.A. - 1946
Univ. of Md.

Prince Georges County
Primary

Johnson, Vera M. (Mrs.)
1614 Pentwood Road
Balto. 12, Md.

A.B. - 1926
Lake Erie College

Baltimore City
Intermediate

Jones, Christine A.
302 Cittings Ave.
Balto. 12, Md.

A.B. - 1949
William & Mary
College

Harford County
Primary

Jones, Harry Clinton
5307 Springlake Way
Baltimore 12, Md.

B.S. - 1949
Johns Hopkins

Baltimore City
Intermediate

Jordan, Fluella
Lothian, Maryland

M.S. - 1949
Univ. of Maryland

Prince Georges County
Intermediate

Joseph, Carol E.
3901 Edgewood Rd.
Balto. 15, Md.

D.A. - 1949
Mt. Saint Agnes
College

Baltimore City
Primary

Kagle, Jesse L.
Pleasant Hill Rd.
Owings Mills, Md.

A.B. - 1942
Western Maryland

Baltimore City
Intermediate

Kehrman, Carol P.
Box 434, Route 2
Balto. 6, Md.

B.S. - 1939
Louisiana State
Univ.

Baltimore City
Primary

Kierstead, Leah Todd 4402 Gridley Rd. Viers Mill Silver Spring, Md.	B.S. - 1947 Mary Washington College	Montgomery County Primary
Kilbourne, Anita 922 Belgian Ave., /pt. 1-A Balto. 18, Md.	A.B. - 1948 Notre Dame of Md.	Baltimore City Primary
Kopp, Irene 712 Hollen Rd. Balto. 12, Md.	B.A. - 1950 Goucher	Baltimore City Primary
Krauk, Elsie A. 2912 Marklex Ave. Balto. 14, Md.	A.B. - 1936 Hunter College	Baltimore City Intermediate
Kunkle, Justine 211 Shaeffer Ave. Westminster, Md.	A.B. - 1950 Western Maryland	Carroll County Intermediate
Langrall, Ednell Mae 2938 St. Paul St., Apt.#4 Balto. 18, Md.	B.A. - 1944 Western Maryland	Wicomico County Kindergarten
Larmore, Sara Tyaskin, Md.	A.B. - 1950 Western Maryland	Baltimore City Primary
Larsen, Lawrence E. 43 Overbrook Rd. Balto. 28, Md.	B.A. - 1949 Univ. of Washington Seattle	Baltimore County Intermediate
Legg, E. Virginia 1921 E. 31st St. Balto. 18, Md.	B.S. - 1950 Univ. of Maryland	Baltimore City Primary
Lentz, Elizabeth Motley 125 Edmund St. Aberdeen, Md.	B.S. - 1944 Longwood College	Harford County Intermediate
Levin, Shirley (Mrs.) 1506 W. 36th St. Balto. 11, Md.	A.B. - 1948 Goucher	Baltimore City Intermediate
Levine, George 807 Newington Ave. Balto. 17, Md.	B.S. - New York Univ.	Baltimore City Intermediate
Logston, Mrs. Vincenza 317 S. Elrino St. Balto. 24, Md.	A.B. - 1947 Notre Dame of Md.	Baltimore County Primary

Lowe, Carol Lowe Manor Farm Stewartstown, Pa.	A.B. - 1950 Western Maryland	Harford County Intermediate
McGuire, Kathryn 760 McKewin Ave. Balto. 18, Md.	B.A. - 1950 Mt. St. Agnes College	Baltimore City Primary
McIntosh, Vivian S. 7709 Wilson Ave. Balto. 14, Md.	B.S. - 1929 Emporia State Teachers College	Baltimore County Intermediate
McNeil, Ruth Louise 132 Law St. Aberdeen, Md.	B.A. - 1945 Mary Washington	Harford County Primary
Manlove, Katherine M. Finksburg, Maryland	A.B. - 1949 Western Maryland	Carroll County Intermediate
Harmer, Rhona 2407 Brookfield Ave. Balto. 17, Md.	B.A. - 1943 Univ. of Maryland	Baltimore County Primary
Mitchell, Mrs. Gudny 1655 Northern Pkwy. Balto. 12, Maryland	B.A. - 1944 Barnard College	Baltimore County Primary
Mohler, Milene Prince Frederick, Md.	B.A. - 1939 Western Maryland	Calvert County Intermediate
Morgan, James D. 2104 Eastern Ave. Balto. 20, Md.	B.A. - 1949 Univ. of Maryland	Baltimore County Intermediate
Morita, Anne Kathleen 1407 Rosedale St. Balto. 16, Md.	B.S. - 1942 Johns Hopkins	Baltimore City Primary
Morris, Jeanne 2233 Cecil Ave. Balto. 18, Md.	B.A. - 1950 Notre Dame of Md.	Baltimore City Primary
Mullaney, Marie 100 South Jackson St. Pottsville, Pa.	B.A. - 1950 St. Joseph College	Baltimore City Intermediate
Mulvey, Marian R. 335 E. 28th St. Balto. 18, Md.	B.A. - 1945 Notre Dame of Md.	Baltimore City Primary

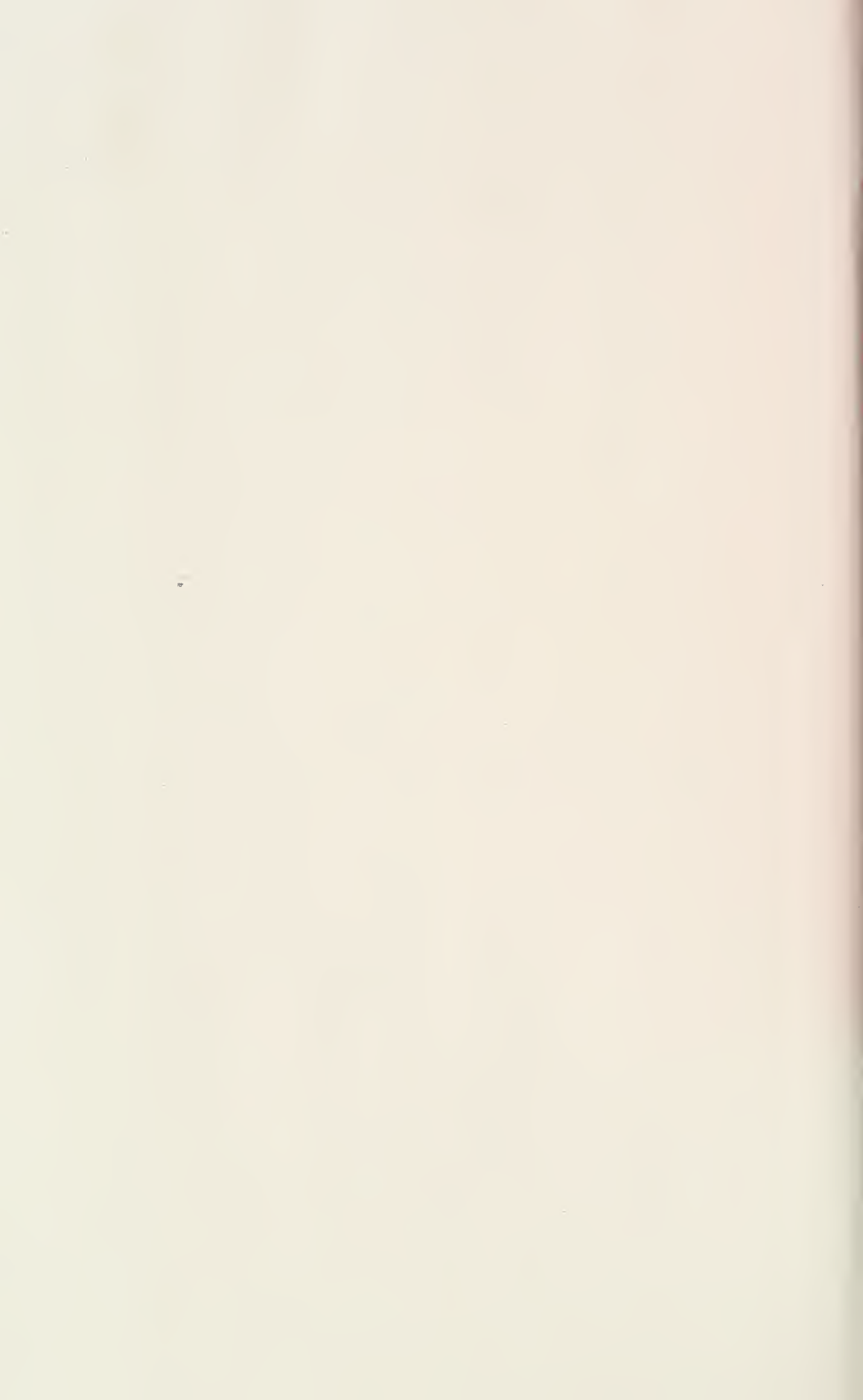
Murray, Jane 3209 Westerwald Ave. Balto. 18, Md.	B.F.A. - 1948 Maryland Institute	Baltimore City Intermediate
Muth, J. Gerard 4312 Maine Ave. Balto. 7, Md.	B.Mus. - 1936 Catholic Univ.	Baltimore City Intermediate
Myers, Christine V. 256 E. Main St. Westminster, Md.	A.B. - 1948 Western Maryland	Carroll County Intermediate
Naiman, Doris 2436 Linden Ave. Balto. 27, Md.	B.A. - 1950 Washington College	Baltimore City Intermediate
Nalley, Elizabeth 606 Lyndhurst St. Balto. 29, Md.	A.B. - 1941 Notre Dame of Md.	Baltimore City Primary
Nighbert, Esther 3011 Dundalk Ave. Balto. 22, Md.	B.L.I. - 1932 Emerson College	Montgomery County Intermediate
Norwitz, Ruth D. 3822 Park Heights Ave. Balto. 15, Md.	B.A. - 1945 Univ. of Maryland	Baltimore City Primary
Noss, Clelia Boushee Bond St., ext. Westminster, Md.	B.A. - 1946 Western Maryland	Carroll County Primary
Nuttie, Nancy E. 4402 Flowerton Rd. Balto. 29, Md.	A.B. - 1946 Washington College	Carroll County Intermediate
Orth, Nancy 2923 Overland Ave. Balto. 14, Md.	B.A. - 1950 Goucher	Baltimore City Primary
Oshry, Donna Lee 4031 Belle Ave. Balto. 15, Md.	B.A. - 1950 Goucher	Baltimore City Intermediate
Parker, Jean Watkins 1717 Aberdeen Rd., Apt.#E Towson 4, Md.	A.B. - 1949 Western Maryland	Baltimore County Intermediate
Parrett, Raymond 231 E. High Street Elkton, Md.	B.S. - 1950 Washington College	Cecil County Intermediate

Paterson, Ruth 1211 Roundhill Rd. Balto. 18, Md.	B.S. - 1945 Univ. of Maryland	Baltimore City Primary
Petr, Thomas J. 2907 Montebello Terrace Balto. 14, Md.	Ph.B. - 1949 Loyola College	Baltimore City Intermediate
Pierson, Elizabeth 4601 Schenley Rd. Balto. 10, Md.	B.A. - 1939 Goucher	Baltimore City Primary
Piraino, Annette 1722 Lakeside Ave., Balto. 18, Md.	B.A. - 1944 Notre Dame of Md.	Baltimore City Primary
Platt, Florence 412 Hollen Road Balto. 12, Md.	A.B. - 1946 Pembroke College	Baltimore City Primary
Puschnig, Delores M. 2125 N. Charles St. Balto. 18, Md.	B.S. - 1945 State Teachers (Milwaukee)	Baltimore City Intermediate
Rentmeister, Ruth 6110 Bertram Ave. Balto. 14, Md.	A.B. - 1950 Goucher College	Baltimore City Primary
Reuter, Doris M. 54 Washington Ave. Kenmore 17, N.Y.	A.B. - 1950 Notre Dame of Md.	Baltimore County Primary
Rhein, Elayne 502 Worcester Rd. Towson 4, Md.	B.A. - 1945 Notre Dame of Md.	Baltimore City Primary
Rochowiak, Daniel 513 S. Linwood Ave. Balto. 14, Md.	B.S. - 1950 Loyola College	Baltimore City Intermediate
Rogers, Gerald 226 Sterry St. Pawtucket, R.I.	A.B. - 1944 Providence College	Baltimore City Intermediate
Ryon, Jane T. Waldorf, Maryland	A.B. - 1950 Notre Dame of Md.	Charles County Primary
Sanner, Edith Clarksville, Md.	A.B. - 1950 Western Maryland	Baltimore City Primary

Scarborough, Helen Louise 3406 Grawtley Road Balto. 15, Md.	B.A. - 1950 Western Maryland	Baltimore City Primary
Schaefer, Paul 1000 Rosedale St. Balto. 16, Md.	A.B. - 1950 Western Maryland	Baltimore County Intermediate
Scherr, Joan 3814 Gwynn Oak Ave. Balto. 7, Md.	B.S. - 1946 Univ. of Maryland	Baltimore City Kindergarten
Schmidt, Charles J. 6914 Beech Ave. Balto. 6, Md.	B.S. - 1944 Loyola College	Baltimore County Intermediate
Schwartz, Ellen 1014 Hamilton Blvd. Hagerstown, Md.	B.A. - 1950 Mary Baldwin College	Washington County Intermediate
Schwartz, Jerome 5123 Queensberry Ave. Balto. 15, Md.	Ph.B. - 1946 Loyola College	Baltimore City Intermediate
Segall, Janet 4208 Springdale Ave. Balto. 7, Md.	B.A. - 1948 Goucher	Baltimore City Primary
Serio, Josephine 3501 Milford Ave. Balto. 7, Md.	B.A. - 1949 Goucher	Baltimore City Primary
Shannon, Howard 310 Pinewood Road Balto. 22, Md.	A.B. - 1950 Western Maryland	Baltimore City Intermediate
Shaughnessy, Noreen 6251 Branch Ave. Camp Springs, Md.	B.S. - 1950 St. Louis Univ.	Prince George County Primary
Shipley, Alice Mildred Westminster, Maryland	A.B. - 1948 Western Maryland	Cecil County Intermediate
Siegel, Idahlia 3711 Delverne Road Balto. 18, Md.	B.A. - 1950 Goucher	Baltimore City Primary
Smeyne, Sylvia 2314 Callow Ave. Balto. 17, Md.	B.A. - 1949 Goucher	Baltimore City Primary

Smith, Katherine C. 2823 Guilford Ave. Balto. 18, Md.	A.B. - 1950 Notre Dame of Md.	Baltimore City Intermediate
Smith, Margaret 522 Elm Street Frederick, Md.	A.B. - 1945 Hood College	Montgomery County Primary
Smith, Martha RFD #4, Box 987 Annapolis, Md.	B.A. - 1950 Hood College	Anne Arundel County Intermediate
Solomon, Carolyn 3608 Clarinth Road Balto. 15, Md.	B.A. - 1945 Goucher	Baltimore City Primary
Stafford, Marie 9 South St. Easton, Maryland	B.S. - 1945 Univ. of Maryland	Baltimore City Kindergarten
Standiford, Mrs. Mary 6507 Wells Parkway Riverdale, Md.	B.A. - 1943 Univ. of Maryland	Montgomery County Intermediate
Steuart, Helen C. 220 Oakdale Road Balto. 10, Md.	B.A. - 1950 Notre Dame of Md.	Baltimore County Primary
Tapper, Adele 3705 Barrington Road Balto. 15, Md.	B.S. - 1946 Univ. of Maryland	Baltimore City Kindergarten
Taubenheim, Ellen 211 Dumbarton Road Balto. 12, Md.	B.A. - 1946 Notre Dame of Md.	Baltimore County Primary
Taylor, Mattie Church Road Ellicott City, Md.	B.A. - 1940 Augustana College	Howard County Intermediate
Tereshinski, Mary 913 1/2 Francis Street Eastport, Md.	A.B. - 1948 Johns Hopkins	Anne Arundel County Intermediate
Trivette, Flo Baldwin, Md.	A.B. - 1950 Bob Jones Univ.	Baltimore County Intermediate
Turk, Katherine L. 526 W. University Pkwy. Balto. 10, Md.	B.A. - 1948 Notre Dame of Md.	Baltimore City Primary

Twigg, Mary Ada 26 W. Green Street Westminster, Md.	A.B. - 1945 Western Maryland	Carroll County Primary
Unger, Bessie Will 7 New Windsor Road Westminster, Md.	A.B. - 1924 Wesleyan College Macon, Ga.	Carroll County Intermediate
Valentine, Clarence E. 1400 Berry St. Balto. 11, Md.	A.B. - 1943 Washington College	Baltimore County Intermediate
Volkmar, Mary Jane 6510 Liberty Heights Ave. Catonsville 28, Md.	D.A. - 1950 Goucher	Baltimore County Primary
Waldt, Mary White 3908 Canterbury Road Balto. 14, Md.	B.A. - 1948 Notre Dame of Md.	Baltimore City Primary
Wanless, Mrs. Katherine 15 Poe Road Bethesda, Md.	A.B. - 1935 Temple Univ.	Montgomery County Intermediate
Warren, Jane W. 12 E. Mt. Vernon Place Balto. 2, Md.	B.A. - 1949 Dennington College	Baltimore City Primary
Wasserman, Richard 2228 Callow Ave. Balto. 14, Md.	B.S. - 1950 Univ. of Maryland	Baltimore City Intermediate
Weis, Mrs. Carolyn 4002 Alto Road Balto. 16, Md.	A.B. - 1950 Goucher	Baltimore City Primary
Wells, Shirley Marie W. Main St. Ellicott City, Md.	D.A. - 1945 Western Maryland	Baltimore County Primary
Whiteside, Alma Prospect Ave. Glyndon, Md.	B.S. - 1933 Teachers College West Chester, Pa.	Baltimore County Intermediate
Whittington, Joan 202 Cedarcroft Road Balto. 12, Md.	A.B. - 1950 Wilson College	Baltimore City Primary



Will, Mary 6001 Eastern Ave. Baltimore, Md.	A.B. - 1950 Western Maryland	Baltimore County Intermediate
Williams, Dolores 335 Edgewater Apts. Essex 21, Md.	B.S. - 1948 University of Arkansas	Baltimore County Primary
Williams, Jean 6031 Gwynn Oak Ave. Balto. 7, Md.	B.A. - 1950 Notre Dame of Md.	Baltimore County Primary
Williams, Richard J. R.D. #2 York, Pa.	A.B. - 1950 Gettsburg College	Harford County Intermediate
Williams, Ruby 4903 7th St., N.W. Washington 25, D.C.	B.A. - 1950 Western Maryland	Baltimore County Primary
Willis, Astrid 1305 Linden Ave. Balto. 17, Md.	A.B. - 1933 Thiel College	Baltimore City Intermediate
Wilmer, Elizabeth Pope's Creek, Maryland	B.A. - 1949 Washington College	Prince Georges County Primary
Wlodarek, Elaine 740 S. Linwood Ave. Balto. 24 Md.	B.A. - 1949 Mt. Saint Agnes	Baltimore City Primary
Wohlgemuth, Margaret M. 713 Ameslie Rd. Balto. 32, Md.	A.B. - 19 Notre Dame of Md.	Baltimore County Primary
Wojeiechowski, Adele 1725 Eastern Ave. Balto. 31, Md.	B.A. - 1950 Univ. of Maryland	Baltimore City Intermediate
Wright, Max, Wilson M. 116 Bayville Ave. Hagerstown, Md.	A.B. Hood College	Washington County Intermediate
Yerman, Gilda 2312 Wichita Ave. Balto. 15, Md.	B.A. - 1950 Univ. of Maryland	Baltimore City Primary

Young, Marguerite BA Montg. Co.
8625 Irvington Ave Univ. of Minnesota Primary
Bethesda 14

SUMMER SCHOOL STATISTICSBreakdown of Students by year

<u>First Year</u>		<u>Second Year</u>	
Men	28	Men	- 12
Women	- 126	Women	- 57
Total	- 154	Total	- 69

The Summer School Total - 223

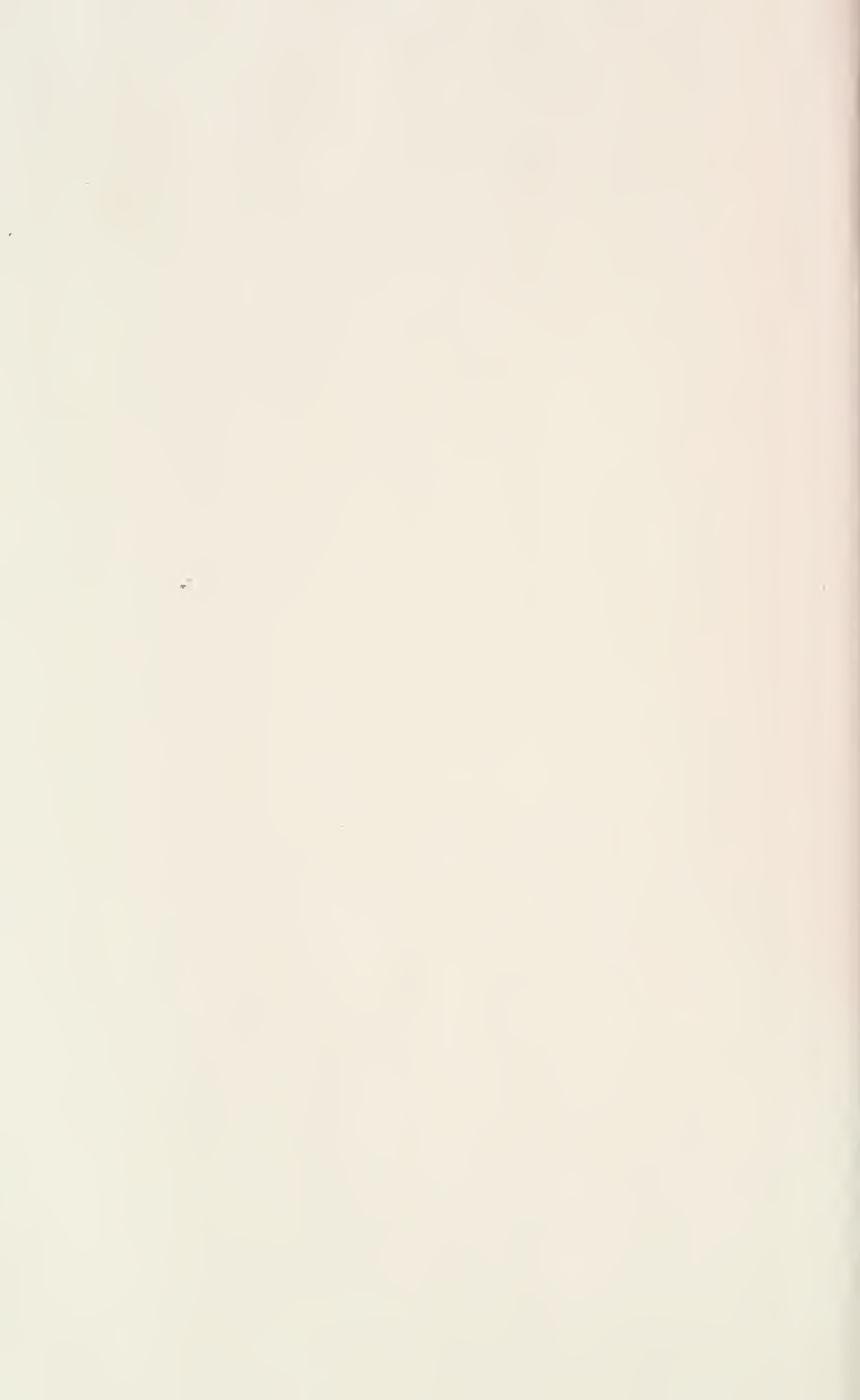
NOTE: One second year female student withdrawal not tabulated.

Student Teaching Assignments by County and Grades

<u>COUNTY ASSIGNED</u>	<u>KINDERGARTEN</u>	<u>PRIMARY</u>	<u>INTERMEDIATE</u>	<u>TOTAL</u>
Baltimore City.....	5	68	54	127
Allegany.....	0	0	0	0
Anne Arundel.....	0	0	2	2
Baltimore.....	0	24	21	45
Calvert.....	0	0	1	1
Caroline.....	0	0	0	0
Carroll.....	0	3	9	12
Cecil.....	0	0	1	1
Charles.....	0	1	0	1
Dorchester.....	0	0	0	0
Frederick.....	0	0	0	0
Garrett.....	0	0	0	0
Harford.....	0	3	8	11
Howard.....	0	0	1	1
Kent.....	0	1	0	1
Montgomery.....	0	4	3	7
Prince George.....	0	3	2	5
Queen Anne.....	0	0	1	1
St. Mary's.....	0	0	0	0
Somerset.....	0	0	0	0
Talbot.....	0	0	0	0
Washington.....	0	0	4	4
Wicomico.....	1	1	1	3
Worcester.....	0	1	0	1

BREAKDOWN BY COLLEGES SUMMER SCHOOL 1950

<u>College</u>	<u>No.Students</u>	<u>College</u>	<u>No.Students</u>
Albright College	1	New York S.T.C.	1
American University	1	New York Univ.	1
University of Arkansas	1	Univ. of North Carolina	2
Augustana College	1	Notre Dame of Maryland	33
Mary Baldwin College	1	Pembroke College	1
Barnard College	1	Univ. of Pennsylvania	1
Bennington College	1	Univ. of Mississippi	1
University of Buffalo	1	Providence College	1
Catholic University	1	Univ. of Rochester	1
Concord College	1	Saint Joseph College	2
Converse College	2	Saint Louis Univ.	1
Emerson College	1	Southern Methodist	1
Emporia S.T.C.	1	Temple Univ.	1
Gettysburg College	2	Thiel College	1
Goucher College	26	Upsala College	1
Hood College	4	Washington College	12
Johns Hopkins Univ.	1	Mary Washington College	3
Hunter College	1	University of Washington	1
Univ. of Iowa	1	Wesleyan College	1
Bob Jones Univ.	1	T.C. West Chester, Pa.	1
Lake Erie College	2	Wheaton College	1
Longwood College	1	William & Mary College	1
Louisiana State Univ.	1	Wilson College	1
Loyola College	4	No College Given	2
Mary Institute	1		
University of Md.	41		
Western Md.	38		
Middlebury College	1		
Milwaukee S.T.C.	1		
Univ. of Minnesota	1		
Mount Saint Agnes	6		



Student Teaching Assignments by Counties and Grades

<u>COUNTY</u>	<u>KINDERGARTEN</u>			<u>PRIMARY</u>			<u>INTERMEDIATE</u>			<u>TOTAL</u>
	<u>First</u>	<u>Second</u>	<u>Total</u>	<u>First</u>	<u>Second</u>	<u>Total</u>	<u>First</u>	<u>Second</u>	<u>Total</u>	
Balto. City	0	5	5	55	13	68	35	19	54	127
Allegany	0	0	0	0	0	0	0	0	0	0
Anne Arundel	0	0	0	0	0	0	2	0	0	2
Baltimore	0	0	0	13	11	24	13	8	21	45
Calvert	0	0	0	0	0	0	1	0	1	1
Caroline	0	0	0	0	0	0	0	0	0	0
Carroll	0	0	0	2	1	3	9	0	9	12
Cecil	0	0	0	0	0	0	1	0	1	1
Charles	0	0	0	1	0	1	0	0	0	1
Dorchester	0	0	0	0	0	0	0	0	0	0
Frederick	0	0	0	0	0	0	0	0	0	0
Garrett	0	0	0	0	0	0	0	0	0	0
Harford	0	0	0	2	1	3	3	5	8	11
Howard	0	0	0	0	0	0	1	0	1	1
Kent	0	0	0	1	0	1	0	0	0	1
Montgomery	0	0	0	2	2	4	2	1	3	7
Prince George	0	0	0	3	0	3	1	1	2	5
Queen Anne	0	0	0	0	0	0	1	0	1	1
St. Marys	0	0	0	0	0	0	0	0	0	0
Somerset	0	0	0	0	0	0	0	0	0	0
Talbot	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	1	3	4	4
Wicomico	0	1	1	1	0	1	1	0	1	3
Worcester	0	0	0	1	0	1	0	0	0	1

The Summer School Total: 223

July 1950

SECOND YEAR COUNTY STUDENTS SUMMER SESSION

<u>NAME</u>	<u>COUNTY</u>
Ankeney, Mrs. Anita R.	Washington
Aspridy, Chrisoula	Baltimore
Baker, Betsey	Baltimore
Bishop, Margaret O.	Baltimore
Booker, Dorothy M.	Harford
Callahan, Elizabeth	Harford
Coffman, Iris A.	Washington
Cook, Ann	Harford
Corcoran, Margaret	Baltimore
Coursey, James E.	Baltimore
Crawley, Jean F.	Baltimore
Dodd, Barbara	Baltimore
Dodd, Virginia	Baltimore
Emala, Blanche E.	Baltimore
Fait, H. C. D.	Baltimore
Hall, Margaret R.	Harford
Hallwig, Elaine F.	Baltimore
Hastings, Mrs. Gene G.	Baltimore
Jensen, Betty Jean (Mrs.)	Baltimore
Jordan, Fluella	Prince George
Langrall, Ednell Mae	Wicomico
Lentz, Elizabeth Motley	Harford
Logston, Mrs. Vincenza	Baltimore
McIntosh, Vivian S.	Baltimore
McNeil, Ruth Louise	Harford
Marmer, Rhona	Baltimore
Parker, Jean Watkins	Baltimore
Schmidt, Charles J.	Baltimore
Smith, Margaret	Montgomery
Standiford, Mrs. Mary	Montgomery
Twigg, Mary Ada	Carroll
Wells, Shirley Marie	Baltimore
Wright, Mrs. Wilson M.	Washington
Young, Marguerite G.	Montgomery

TOTALS TABULATION FOR SECOND YEAR COUNTY STUDENTS

1. Baltimore Countians:	19
2. Harford Countians:	6
3. Montgomery Countians:	3
4. Prince Georges Countians:	1
5. Washington Countians:	3
6. Carroll Countians:	1
7. Wicomico Countians:	1

July 1950

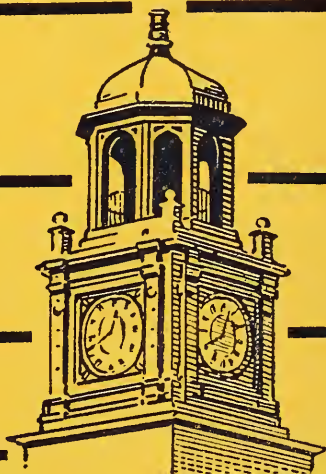
The STATE TEACHERS COLLEGE

*Towson,
Maryland*

CATALOGUE

1950 - 1951

FOUNDED 1866





AIRPLANE VIEW OF THE STATE TEACHERS COLLEGE AT TOWSON



ADMINISTRATION BUILDING

The State Teachers College at Towson



CATALOGUE 1950-1951

Eighty-Fifth Year Begins September, 1950

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STATE TEACHERS COLLEGE

TOWSON, MARYLAND

CALENDAR FOR 1950-1951

First Semester

Monday, September 11	Dormitories open for freshman resident students after 3:00 p.m.
Tuesday, September 12 to Friday, September 15	Orientation program for freshmen and new students beginning 9:00 a.m.
Friday, September 15	All teachers and junior college students other than freshmen register. Dormitories will be open for resident students after 9:00 a.m.
Monday, September 18	Instruction begins
Wednesday, November 22	Thanksgiving recess begins—5:00 p.m.
Monday, November 27	Thanksgiving recess ends—9:00 a.m.
Friday, December 22	Christmas recess begins—5:00 p.m.
Wednesday, January 3	Christmas recess ends—9:00 a.m.
Thursday, January 25	First semester ends

Second Semester

Tuesday, January 30	All students register
Wednesday, January 31	Instruction begins
Wednesday, March 21	Easter recess begins— 5:00 p.m.
Tuesday, March 27	Easter recess ends— 9:00 a.m.
Friday, June 8	Second semester ends

Commencement Events

Saturday, June 9	Alumni Day and Dinner
Sunday, June 10	Baccalaureate Sermon
Tuesday, June 13	Commencement

Lida Lee Tall School

Wednesday, September 7	School opens
Friday, June 8	School closes

STATE BOARD OF EDUCATION AND TRUSTEES
of the
STATE TEACHERS COLLEGE
TOWSON, MARYLAND

TASKER G. LOWNDES, B.L., L.H.D., *President*
Cumberland

NICHOLAS OREM, *Vice President*
Hyattsville

WENDELL D. ALLEN
Baltimore

HORACE M. MORGAN
Queen Anne

MRS. ALVIN THALHEIMER
Baltimore

MRS. E. CURTIS WALKER
Chevy Chase

THOMAS G. PULLEN, JR., A.B., M.A., Ed.D., Litt. D.
State Superintendent and Secretary of the Board
Catonsville

ADMINISTRATIVE OFFICERS OF THE COLLEGE

EARLE T. HAWKINS, Ph.D., LL.D. *President*
ANITA S. DOWELL, Ph.D. *Dean of the College*
FRANKLIN G. STOVER, Ed.D. *Dean of Instruction*
REBECCA C. TANSIL, Ph.D. *Director of Admissions*
GRANT C. VIETSCH, A.B. *Registrar*
CHARLES V. AKELEY *Acting Business Manager*
IRENE M. STEELE, M.A. ... *Principal, Lida Lee Tall School*
SARA REBECCA LEE, M.A. .. *Director of Student Activities*
MARY S. BULKLEY, M.D. *College Physician*
DOROTHY W. REEDER, M.A. *Librarian*
ELSIE PANCOAST WASSON, M.S. *Dietitian*
MAURICE W. RICHARDSON *Chief Engineer*
AUDLEY R. BUTLER *Superintendent of Grounds and*
Farm Manager
FRANK D. GANT *Maintenance Supervisor*

FACULTY

1949-1950

- EARLE T. HAWKINS *President*
 A.B., Western Maryland College; M.A., Teachers College,
 Columbia University; Ph.D., Yale University;
 LL.D., Western Maryland College
- ANITA S. DOWELL *Dean of the College*
Health Education
 A.B., Goucher College; M.A., Teachers College, Columbia
 University; Ph.D., Johns Hopkins University
- FRANKLIN G. STOVER *Dean of Instruction*
 A.B., Susquehanna University; M.S., Pennsylvania State
 College; Ed.D., Teachers College, Columbia University
- BEATRICE ABLEN *Kindergarten-Primary Education*
 B.A., Omaha University; M.A., Northwestern University;
 graduate study, New York University
- MARY CLARICE BERSCH *Psychology, Education*
 B.S., George Peabody College for Teachers; M.A., Teachers
 College, Columbia University; graduate study, University
 of California, University of Mexico,
 University of Chicago
- PEARLE BLOOD *Geography*
 B.S., Teachers College, Columbia University; M.A.,
 Columbia University; graduate study, University
 of Chicago
- ARTHUR W. BREWINGTON *English*
 A.B., Asbury College; M.A., Cornell University; Ph.D.,
 George Peabody College for Teachers
- BERNICE A. BROUWER *Art*
 A.B., Western Michigan College of Education; M.A.,
 Teachers College, Columbia University
- MARY S. BULKLEY . . *Resident Physician, Health Education*
 B.S., Nebraska Wesleyan University; M.D., University
 of Nebraska

- WILLIAM A. CLARKE, JR. *Physical Education*
A.B., Fordham University; M.A., Teachers College,
Columbia University
- LOUIS T. COX, JR. *Science*
B.S., State Teachers College at Towson; M.A., Teachers
College, Columbia University; graduate study,
University of Maryland
- EUNICE K. CRABTREE *English*
A.B., M.A., George Washington University; Ed.D.,
Johns Hopkins University
- COMPTON N. CROOK *Science*
B.S., M.A., George Peabody College for Teachers;
graduate study, George Peabody College for Teachers
- ELNA J. DANIELS *Physical Education*
A.B., Barnard College; M.A., Teachers College, Columbia
University; graduate study, Teachers College, Columbia
University
- PAUL E. DESAUTELS *Science*
B.S., M.S., University of Pennsylvania
- FAY FISHER *English*
A.B., James Millikin University; A.M., University of
Illinois; Ph.D., Columbia University
- WILLIAM C. FORBES *Science*
A.B., M.A., Kent State University; M.A., Ed.D.,
Teachers College, Columbia University
- VIRGINIA G. GERDES *Assistant Director of*
Student Activities, English
A.B., Rosemont College; M.A., Teachers College,
Columbia University; graduate study,
Pennsylvania State College
- †VIRGINIA D. GLEISNER *English*
A.B., Goucher College; graduate study,
Johns Hopkins University
- W. FRANK GUESS *English*
A.B., Presbyterian College; M.A., University of
North Carolina

†Part-time instructor

WILLIAM H. HARTLEY *Director of Student Teaching*
B.S., Springfield College; M.S., Ed.D., Teachers College,
Columbia University

NINA HUGHES *English*
A.B., Florida State College for Women; M.A., Catholic
University of America; graduate study, Johns Hopkins
University, University of Denver

*HELEN MURLEY JAMES *Education*
B.S., State Teachers College, Bridgewater; M.S., Cornell
University; graduate study, Teachers College, Columbia
University, Cornell University, University of Maryland

MARY CATHERINE KAHL *History*
A.B., M.A., University of Maryland; graduate study,
University of Wisconsin

ANNIE LAURIE *Education*
B.S., New York University; M.A., Teachers College,
Columbia University; graduate study, Teachers College,
Columbia University

SARA REBECCA LEE *Director of Student Activities*
Modern Language
A.B., Geneva College; M.A., Syracuse University;
graduate study, Syracuse University,
New York University

**WILLIAM J. W. LEWIS *Music*
B.S., Johns Hopkins University; Teachers' Certificates,
Peabody Conservatory of Music

GEORGIA LIGHTFOOT *Psychology, Education*
A.B., M.A., University of Michigan;
Ph.D., Columbia University

HAZEL E. MACDONALD *Music*
B.S., M.A., Teachers College, Columbia University

JOHN W. MCCLEARY *History*
A.B., Johns Hopkins University; M.A., University of
Wisconsin; Ph.D., Johns Hopkins University

*Part-time instructor, Semester I

**Part-time instructor, Semester II

- JOHN CARTER MATTHEWS *History*
A.B., Davidson College; M.A., Ph.D., University
of Virginia
- *M. MARIE MEIER *Psychology*
A.B., Hunter College; M.A., Teachers College, Columbia
University; Ph.D., University of Maryland
- DONALD I. MINNEGAN *Physical Education*
B. Phys. Ed., Springfield College; M.A., New York
University; Ed.D., George Washington University
- JOHN B. MITCHELL *Art*
B.S., M.A., Teachers College, Columbia University;
graduate study, Teachers College, Columbia University
- HAROLD E. MOSER *Mathematics, Psychology*
B.S., Johns Hopkins University; M.A., Teachers College,
Columbia University; Ph.D., Duke University
- LOIS D. ODELL *Science*
A.B., New York State College for Teachers; M.A.,
Cornell University; graduate study,
Cornell University
- HAROLD C. PAUL *English*
A.B., Colby College; graduate study, Fordham University
- DOROTHY W. REEDER *Librarian*
A.B., Susquehanna University; B.S. in Library Science,
Drexel Institute of Technology; M.A. in Library
Science, University of Michigan
- MARY E. ROACH *Physical Education*
B.S., New York University; M.A., Teachers College,
Columbia University
- †MARY RAFFLE ROBINSON *Art*
B.A., William and Mary College; M.A., Teachers College,
Columbia University
- JEAN F. SARGENT *Health, Physical Education*
B.S., M.S., University of Pennsylvania

*Part-time instructor, Semester II

†Part-time instructor

- LUCY SCOTT *Director of Student Teaching*
 B.A., Trinity University; M.A., Teachers College,
 Columbia University; Ph.D., State University of Iowa
- REBECCA C. TANSIL *Director of Admissions*
 A.B., University of Tennessee; M.A., George Peabody
 College for Teachers; Ph.D., Columbia University
- ZENITH HURST VELIE *Kindergarten Education*
 B. Mus., Palmer College; B.S., Teachers College, Columbia
 University; graduate study, Northwestern University,
 Johns Hopkins University, Columbia University,
 University of Maryland
- ERNEST O. VON SCHWERDTNER *Modern Languages*
 A.B., St. John's College; graduate study, Johns Hopkins
 University
- E. CURT WALTHER *Geography, Social Science*
 A.B., Cincinnati University; M.A., Teachers College,
 Columbia University; Ed.D., Johns Hopkins University
- J. FREDERICK WEAVER *Mathematics*
 B.S., M.S., Bucknell University; graduate study, Duke
 University, Johns Hopkins University
- JOE YOUNG WEST *Science*
 B.S., M.A., George Peabody College for Teachers;
 Ph.D., Columbia University
- PAUL M. WEST *English*
 B.S., Delta Teachers College; M.A., George Peabody
 College for Teachers; graduate study,
 Johns Hopkins University
- EMMA E. WEYFORTH *Music*
 A.B., Goucher College; M.A., Teachers College, Columbia
 University; graduate study, Teachers College,
 Columbia University
- EARL T. WILLIS *Social Science*
 A.B., Washington College; M.A., Teachers College,
 Columbia University; Ed.D., George Washington
 University

JAMES N. WILSON *Geography*
B.S., Edinboro State Teachers College; M.A., Ed.D.,
Teachers College, Columbia University

HAZEL E. WOODWARD *Education, History*
A.B., University of Minnesota; M.A., Teachers College,
Columbia University; graduate study, Teachers
College, Columbia University

PHINEAS P. WRIGHT *English*
A.B., University of Michigan; M.A., University of
Virginia; graduate study, University of Virginia

LIDA LEE TALL SCHOOL

1949-1950

Campus Laboratory School

IRENE M. STEELE *Principal*
B.S., M.A., Teachers College, Columbia University;
graduate study, University of Chicago, Columbia
University

ZENITH HURST VELIE *Kindergarten*
B. Mus., Palmer College; B.S., Teachers College,
Columbia University; graduate study, Northwestern
University, Johns Hopkins University, Columbia
University, University of Maryland

MARY A. GROGAN *First Grade*
B.S., M.A., Teachers College, Columbia University;
graduate study, Harvard University

AGNES E. CARLTON *First Grade*
A.B., Salem College; M.A., Teachers College, Columbia
University; graduate study, Johns Hopkins University

LENORA C. BRENNAN *Second Grade*
B.S., Western Michigan College of Education; M.A.,
Teachers College, Columbia University

E. HEIGHE HILL *Third Grade*
B.S., Johns Hopkins University; M.A., Teachers College,
Columbia University

C. GLADYS HUGHES *Fourth Grade*
A.B., Women's College, University of North Carolina;
M.A., George Peabody College for Teachers; graduate
study, New York University, Johns Hopkins
University

MARGUERITE C. DOUGHERTY *Fifth Grade*
B.S., M.A., Teachers College, Columbia University;
graduate study, University of Berlin, Johns
Hopkins University

MARGUERITE S. SEAMAN *Fifth Grade*
B.S., Johns Hopkins University; A.M., University of
Chicago

HILDA KESTNER *Sixth Grade*
B.S., M.A., Teachers College, Columbia University;
graduate study, University of Maryland

STUDENT TEACHING CENTERS 1949-1950

Baltimore City—Elementary Schools

KATHRYN E. MORROW *First Grade, School No. 44*
Diploma, Maryland State Normal School

SELMA B. BLUMBERG *First Grade, School No. 44*
B.S., Johns Hopkins University

ELSIE MAY ECKER *Second Grade, School No. 59*
B.S., University of Maryland

B. OLGA TIMMONS *Third Grade, School No. 236*
Diploma, Maryland State Normal School; study, Johns
Hopkins University

ANNE WILLIAMS *Fourth Grade, School No. 236*
B.S., State Teachers College at Towson; M.A.,
University of Maryland

JOSEPHINE TORO *Fifth Grade, School No. 55*
Diploma, Maryland State Normal School; study, Johns
Hopkins University

- MARIE B. SCHMUCK *Fifth Grade, School No. 44*
 B.S., Johns Hopkins University
- SOPHIA A. LEUTNER *Sixth Grade, School No. 59*
 B.S., Johns Hopkins University; M.A., Teachers College,
 Columbia University

Baltimore County—Elementary Schools

- IRENE SCALLY *First Grade, Towson Elementary School*
 B.S., University of Maryland
- NANCY T. DOLAN *First Grade, Loch Raven School*
 B.S., State Teachers College at Towson
- ELIZABETH M. YODER . . . *Third Grade, Loch Raven School*
 Diploma, Maryland State Normal School; study,
 University of Maryland
- DOROTHY V. BRANDT . . *Fourth Grade, Loch Raven School*
 B.S., State Teachers College at Towson; M.Ed.,
 University of Maryland
- RUBY A. DAHLGREN *Fifth Grade, Loch Raven School*
 B.S., University of Maryland; M.A., Teachers College,
 Columbia University; graduate study, Teachers College,
 Columbia University
- MAYNARD WALTER WEBSTER *Sixth Grade,*
Loch Raven School
 B.S., State Teachers College at Towson; M.A., Teachers
 College, Columbia University; graduate study,
 University of Maryland

Baltimore City—Junior High Schools

- DORIS ANDREWS *Science, Gwynns Falls Junior*
High School
 B.S., Johns Hopkins University
- FRANK CARL ZEICHNER *Science, Gwynns Falls Junior*
High School
 Diploma, Maryland State Normal School; study, Johns
 Hopkins University

- MARIE CONSTANCE VINCI *History, Hamilton Junior
High School*
B.S., Johns Hopkins University; graduate study,
Cornell University, Johns Hopkins University,
University of Maryland
- HARRY CHAYT *Geography, School No. 95*
B.S., Johns Hopkins University

Baltimore County—Junior High Schools

- EMMA TEIPE BASHORE *Core Program, Kenwood
High School*
B.S., Johns Hopkins University
- MARGUERITE C. S. DAVISON *Core Program, Towson
Junior High School*
Diploma, Maryland State Normal School; study, Johns
Hopkins University, University of Maryland
- EMILY FEIGE *Core Program, Stemmers Run
Junior High School*
B.S., State Teachers College at Towson; M.A.,
Teachers College, Columbia University
- THEODORE GEORGE *Core Program, Kenwood
High School*
B.S., Johns Hopkins University
- STELLA HUTCHISON *Core Program, Catonsville
High School*
B.S., University of Maryland
- ELSIE AMOSS STREET *Core Program, Kenwood
High School*
B.S., University of Maryland

LIBRARY STAFF

- DOROTHY W. REEDER *Librarian*
A.B., Susquehanna University; B.S., in Library Science,
Drexel Institute of Technology; M.A., in Library
Science, University of Michigan

- ANNE F. STURTEVANT *Reference Librarian*
 A.B., Goucher College; A.B., in Library Science,
 University of Michigan
- BERNICE B. WEITZEL *Cataloger*
 A.B., in Library Science, University of Michigan;
 B.S., Brigham Young University
- MERLE YODER *Circulation*
 Diploma in Library Science, Western Reserve
 University; B.S., University of Maryland
- MARJORIE M. MOHLHENRICH *Faculty Reserves and*
Circulation
 B.A., Goucher College; M.A., Gallaudet College

ADMINISTRATIVE STAFF

- ADDA L. GILBERT *Secretary to President*
- LELA B. MAGNESS *Stenographer, Main Office*
- ELIZABETH J. PRUDDEN *Stenographer, Main Office*
- MARGUERITE S. GERMAN *Stenographer, Main Office*
- MARGARET G. BARALL *Principal Account Clerk*
- FRANCES GILL *Stenographer, Accounting*
- JANE E. WILLIAMS *Senior Account Clerk*
- MARIAN R. SENNER *Junior Typist, Business Office*
- RUTH S. DAVIS *Reception Clerk*
- AGNES T. DEBAUGH *Assistant Registrar*
- H. EDNA HEESH *Stenographer-Secretary, Office of*
Director of Admissions
- MARJORIE C. TRAINOR ... *Stenographer, Registrar's Office*
- WINIFRED N. BAKER *Stenographer, Lida Lee Tall*
School Office
- M. KATHLEEN HART *Typist, Dormitory Office*
- LISLE H. FERGUSON, R. N. *Resident Nurse*
- JEAN D. TAIT, B.S. *Assistant Dietitian*
- SUE W. RICHARDSON *Book Shop Manager*
- ROSE LEE GILBERT *Assistant in Book Shop*

THE COLLEGE

The State Teachers College at Towson is a four-year college, accredited by the American Association of Colleges for Teacher Education, the Middle States Association of Colleges and Secondary Schools and the Maryland Board of Education. It is a member of the American Council on Education. The college is an integral part of the public educational system of the State of Maryland. It is governed by the State Board of Education and is supported almost entirely by legislative appropriations. No tuition is charged for the teacher-education program and students pay only such fees as are used in their own activities.

FOUNDING AND EARLY HISTORY

The Maryland Legislature of 1865 passed a law establishing the Maryland State Normal School which was opened on January 15, 1866. For many years it was the only institution devoted exclusively to the preparation of teachers for the public schools of Maryland.

The school had three different locations in Baltimore before its removal to Towson. The site best remembered is at Lafayette Square where the institution was housed from 1876 to 1915.

DEVELOPMENT OF CURRICULA

From its founding in 1866 until 1931 the school offered a two-year course for the preparation of elementary school teachers. In 1924 when the Training School for Teachers in Baltimore was closed, the Maryland State Normal School became responsible for the education of teachers for the elementary schools of Baltimore City.

In 1931 the course of study was increased to three years and in 1934 to four years. The legislature of 1935 authorized the college to grant the bachelor of science degree and the name of the institution was changed to the State Teachers College at Towson.

Until 1946 the State Teachers College at Towson adhered to the single purpose for which it was founded—that of edu-

cating teachers for the elementary schools. Since that time, two types of education have been added. A junior college was established in 1946 to offer two years of college work on a transfer basis and the next year the college increased its offerings to prepare teachers for the junior high schools of the State. In 1949 the college added to its program the preparation of teachers for kindergarten-primary grades.

PURPOSES AND OBJECTIVES

The college believes firmly in the value of a general or liberal education. It provides, therefore, offerings in the arts, sciences, social sciences, and humanities. It holds, furthermore, that the entire life of the institution—the curriculum, the student activities, the dormitory and social life, the athletic program—should be organized and evaluated in terms of their contribution toward the development of alert, informed, mature, and socially conscious individuals.

The college is convinced that the really educated person will demonstrate his competency as an individual, as a member of democratic society, and as a successful member of his trade or profession.

The majority of the students at Towson are enrolled in the four-year teachers college curriculum. A smaller group are students in the junior college program. For both groups the college aims to develop:

Familiarity with and appreciation of our cultural heritage.

Increasing facility in independent thinking.

Sound personal philosophy and wholesome ideals.

Appreciation of democratic values and competency in democratic living.

Sound physical and mental health.

Wholesome recreational and leisure time interests.

In harmony with these objectives the college provides:

Challenging functional courses in general education.

Opportunity for electives in line with individual interests and abilities.

Individual and group counseling service.

Health services and counseling.

A varied program of student activities.

Student participation in and responsibility for many phases of the college program.

The Teachers College

The teachers college program admits promising and qualified high school graduates. Through a four-year college program it gives these students the education, training, and professional outlook which will enable them not only to perform successfully the function of a teacher in the elementary or junior high schools of the State, but also to participate in and contribute to the economic, civic, and social group-life of America today.

The college seeks to do this through an integrated program of general and professional education designed to develop the teacher as an individual and as a member of the teaching profession. In addition to the items mentioned under "Purposes and Objectives" the program offers:

A freshman orientation course to give the new student an over-all view of public education today and to assist him in selecting his field of major interest—kindergarten, elementary, or junior high school teaching.

Psychology and child-study courses to assist the student in understanding and working with children.

Functional professional courses in the art and science of teaching, including observation of typical school procedures.

A semester of student teaching in an elementary or junior high school classroom under the guidance of an experienced and competent teacher.

The Junior College

The junior college, established in 1946, has a two-fold purpose:

First, to offer a well-rounded two-year program of liberal arts education.

Second, to equip the student to pursue successfully his third and fourth college years in the institution to which he may later transfer.

The program is planned to enable the student to complete prerequisites for professional courses in senior colleges and includes pre-law, pre-nursing, journalism, and other non-technical courses. Since the teachers college program at Towson prepares only for elementary or junior high school teaching, the prospective teacher who wishes to teach in senior high school may take the junior college program at Towson and complete preparation for senior high school teaching in a university or liberal arts college which prepares for such teaching.

The program is not designed for engineering students or for students who wish to take only two years of college. In other words, the junior college at Towson does not offer what are commonly called "terminal courses." Its entire emphasis is on providing the first two years of college for students who expect to continue their education in another institution. The junior college student receives careful counseling in his selection of courses so that his transfer at the end of two years may be effected without difficulty.

STATUS OF TEACHING IN MARYLAND

Laws passed by the Maryland Legislature in 1947 improved both the financial and the working conditions of teachers. The salary scale places the minimum salary at \$2200 with the maximum at \$3800. Many counties and Baltimore City pay from \$100 to \$400 more than the State minimum as a beginning salary and the maxima are from \$100 to \$1200 higher than the State scale. Vacancies in administration and supervision are filled by promoting experienced and able teachers who have the necessary qualities of leadership and personality, and have prepared themselves through further study.

There is at present a grave shortage of teachers for the elementary schools of Maryland. This shortage will become even greater due to the reduction of class size which will improve teaching conditions, but will call for more teachers. The increased birth rate means that more children will be entering school for the next several years. For these reasons this is an opportune time for high school graduates who have the necessary qualifications to prepare for teaching.

CAMPUS AND BUILDINGS

In 1915 the college moved to its present site in the southern part of Towson, on the York Road, one of the main thoroughfares connecting Baltimore with northern communities. The eighty-eight acre campus, one of the most beautiful in this part of the country, includes lawns, athletic fields, a wooded area and the college farm. The campus offers healthful outdoor recreation and opportunity for coordinating classroom instruction with field study.

Though removed from the congestion of a large city, the college is near enough to Baltimore for the students to share in the cultural advantages that a city of its size offers. Various institutions such as the Johns Hopkins University, the Peabody Conservatory of Music, museums and libraries contribute to the intellectual and social interests of the area. The city affords opportunities to attend opera, concerts, symphonies and stage productions.

The Administration Building contains administrative offices, auditorium, classrooms, laboratories, reception rooms, and the library.

The library is located in the north wing of the Administration Building. It consists of approximately 36,000 books, and a collection of pamphlets, pictures and periodicals. On the main floor are two large reading rooms and the charging desk. The reference and periodical collections are on the ground floor. Classes studying children's literature have access to the special collection of juvenile books in the Lida Lee Tall School. Other students may be granted the privilege of using the library of this school.

The State Department of Education maintains a Curriculum Laboratory in the Administration Building, where teachers and students may become familiar with the materials of instruction and curriculum planning.

The Lida Lee Tall School is the laboratory school used for observation, demonstration, and the practice of teaching. It consists of a kindergarten and six elementary grades. The school was named for Lida Lee Tall, president of the college from 1920 to 1938, under whose administration the present building was erected. Early in its history it was called the

Model School and later the Campus Elementary School. In addition to classrooms, the building includes offices, a cafeteria, a library and an assembly room. The school has played an important part in the program for teacher education since the year 1866.

The Gymnasium includes a large playing floor, spectators' balcony, offices, special rooms for individual physical education work, and shower, locker and dressing room facilities.

Newell Hall, named for McFadden Alexander Newell, the founder and first principal of the institution, is one of the two residence halls for women. In this hall are the offices of the social director, the dietitian, and the physician, and the dining room and the infirmary. The dining room which has a seating capacity of 500, is open to day students and faculty at lunch time. Students' rooms on the first and second floors are arranged in suites of two rooms with bath. Each room accommodates two or three students. The third floor has the usual dormitory arrangement of rooms and group baths.

Richmond Hall, named for a former principal of the school, Sarah E. Richmond, adjoins Newell Hall. This dormitory is occupied by freshmen and some members of the Freshman Advisory Council. Most of the rooms accommodate two students. There are a few single rooms and a sleeping porch with adjoining dressing and study rooms. The large and attractive parlor on the first floor of this building is a center for social life on the campus.

Glen Esk, the President's home, is located on the northern part of the campus. The large house is surrounded by some rare trees planted years before the college acquired the Towson site.

Other Residences on the campus are occupied by the chief engineer, the superintendent of grounds, and the gardener. Men students are housed on two floors of the Cottage.

The Service Building includes the heating plant, engineers' offices, and the laundry. The top floor of this building, formerly used as a gymnasium, now serves as a men's dormitory.

The Glen, a recreation and conservation area, contains ten acres, part of which is woodland.

EXPANSION PROGRAM

The rapidly increasing enrollment and the need for a still larger number of teachers to meet the requirements of the public schools of the State have made necessary an immediate and a long-term building expansion program for the college. The General Assembly of Maryland, therefore, appropriated in 1949 more than a million dollars for additional buildings on the campus. Construction is proceeding this year on two dormitory units for men students, two additional dormitory units for women students, a new dining hall, an addition to the central heating plant and a new athletic field. The new dining hall unit will release much of the present dining room space to be used as a student union center. Such a center will provide for the many non-resident students enrolled at the college.

Further buildings contemplated for erection as soon as funds are available include a new library building, an addition to the gymnasium, a new campus elementary school, and a service building for centralizing repair and maintenance services.

In addition the college needs in the future to provide more classroom space, more dormitory units and housing for faculty and employees.

ACADEMIC REGULATIONS

ADMISSION REQUIREMENTS

Students who seek to enter the teaching profession should possess the necessary physical, mental and social characteristics. In addition to the transcript of high school credits and grades, a confidential report concerning the student's qualifications is received from each high school. *Application for admission should be filed by May 15 prior to the September when admission is desired.* Provisional admission can be made on the basis of records at the end of the first half of the senior year in high school. Applicants are notified of final acceptance only after graduation records are on file in the college admissions office. The admission requirements are:

1. Graduation from an approved high school*

An approved high school is a standard public high school or an accredited non-public secondary school.

2. Recommendation from local school officials

Each candidate for admission from a Maryland public high school must be recommended by both the high school principal and the superintendent of schools in whose area the high school is located. A graduate of a non-public Maryland school or an out-of-state school must have the recommendation of the high school principal.

3. Specific subject matter units

All applicants must have completed a well-organized curriculum totaling 16 units, including the following subjects required for graduation from any Maryland public high school:

English	4 units
Mathematics	1 unit
Social Sciences, of which 1 unit must be in United States History	2 units
Science	1 unit
Electives	8 units
Total	16 units

*Applicants over 19 years of age who are not graduates of approved high schools and veterans whose high school records are not sufficiently high may qualify for admission by making satisfactory grades in the Equivalence Examinations given by the State Department of Education.

4. Achievement in scholarship

a. The scholarship standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same. They are as follows:

County Students

The State Board of Education requires that the applicant shall have made a grade of A or B in at least sixty per cent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students who do not fully meet this standard may be considered for admission on the recommendation of the high school principal and the approval of the superintendent of schools.

Baltimore City Students

The applicant must have an average of eighty per cent in the last two years of high school work. Students not attaining this average may be considered for admission on the recommendation of the high school principal and on the approval of the superintendent of schools.

b. The testing programs now operating in the high schools and the freshman testing program of the college are regarded as sources of important supplementary data. Results of these tests are utilized in analyzing a student's potentialities and may serve as additional bases for determining a student's readiness for college.

5. Certification by the college physician

Applicants must meet acceptable standards of health and physical fitness; therefore a thorough physical examination by the college physician is required of all students.

6. Citizenship in the United States

According to a by-law passed by the State Board of Education, only citizens of the United States shall be employed in the State public school system or admitted to the state teachers colleges.

ADVANCED STANDING REQUIREMENTS

In addition to meeting the regulations under Admission Requirements immediately preceding, an applicant for advanced standing must present an acceptable academic record from the college that he last attended.

Credit is given only for the completion of college courses that approximate those offered in the teachers college. No transfer credit is allowed for courses in which the applicant has made D grades.

Students in the junior college may transfer to the teachers college if they meet the requirements for students entering the teachers college.

A satisfactory record in the college is necessary to establish advanced standing. Advanced standing is thus provisional until the student shows that he can carry the work in this college successfully.

A student may not transfer from one state teachers college to another except by written permission from the State superintendent of schools after the request has been acted upon by the State Board of Education. A student with failures will not be considered for transfer.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every Maryland student applying for admission to the teacher-education program is required to sign the pledge to teach two years in Maryland immediately following graduation.

VETERAN STUDENTS

Under Public Law 346 or Public Law 16, veterans may study at the State Teachers College at Towson, in either the teacher education or junior college division. Close contact is maintained between the Veterans Administration and the college through the registrar's office, and veterans are assisted in the completion of papers necessary to insure registration and prompt subsistence payments.

Veterans are routed to the college through various guidance centers and the college may refer student veterans to various Veterans Administration offices for special testing or counseling.

REGISTRATION

Registration dates are shown on the college calendar (page 4). Students are responsible for their registration and are not permitted to attend classes without having properly registered.

A veteran, to be registered as a veteran, must present his Certificate of Eligibility to the registrar's office.

STUDENT LOAD

The normal student load is sixteen semester hours of credit per semester. Freshman and sophomore students in the teacher-education program will register for sixteen hours each semester. Junior and senior students may register for seventeen credit hours but no student may carry a program in excess of seventeen hours without special permission from the Committee on Admissions and Standards.

CHANGE OF COURSE OR SCHEDULE

Courses changed after registration must be approved by the instructor or instructors of the courses involved and the Dean of Instruction. No change may be made after the first week of classes except for reasons outside of the student's control.

CLASSIFICATION OF STUDENTS

Class rank is based upon the number of semester hours completed by a student as follows: freshmen, 0-30 semester hours; sophomores, 30-60 semester hours; juniors, 60-90 semester hours; seniors, above 90 semester hours.

MARKING AND POINT SYSTEM

A five-point marking system (A, B, C, D, F) is used to indicate quality of academic work. The F grade designates failure and carries no credit. The D grade is passing but indicates work of poor quality. Credit for a course in which D is received is not transferable. A mark of "Inc." (incomplete) at the end of any semester carries no credit. Unless such a course is satisfactorily completed the grade automatically becomes an F.

The academic average of each student is determined by assigning the numerical values 0 to 4 to the letters F to A and weighting according to number of class hours. Twice during the year each student receives a report of his semester average and his cumulative average.

STANDARDS OF WORK REQUIRED

Each student must maintain a minimum academic average of 1.67 to remain in good standing in the college. A student who has not fully met the standards for entrance is admitted on probation. A student who in any semester falls below the academic average of 1.67 or makes an excess number of D and F grades may be put on probation for the following semester. *Probation indicates uncertainty on the part of the college as to the student's probable success.* Probation is lifted when the student shows satisfactory improvement in his work. A probationary student who fails to show such improvement may be asked to leave the college. The complete records of students are reviewed by the Committee on Admissions and Standards at the close of each semester.

Failure in a course usually delays graduation from the college. However, the Committee on Admissions and Standards may grant a student permission to attend a summer session and transfer this credit to the college.

The personality development of each student is considered. If the Committee on Admissions and Standards is convinced that a student does not have the personal qualifications necessary for teaching, he may be asked at any time to withdraw from the college.

A student must have earned a minimum cumulative average of 2.00 to be eligible to hold a major office in any student organization or to represent the college as an official delegate.

A student is not qualified to enter the professional courses of the junior year if: (a) he has failures in required academic courses, (b) his cumulative average is below the minimum required for good standing, or (c) he has earned an undue number of D grades in his courses. A delay in entering the professional courses usually delays graduation.

A student who makes more than one D grade in the semester of professional courses preceding student teaching will not be permitted to enter student teaching. If the student is allowed to remain in the college, he must repeat the semester of required professional courses.

ATTENDANCE AND PUNCTUALITY

Regular attendance in classes is essential to good work, and a record is kept of all absences and tardinesses. Three tardinesses are equivalent to one absence, and each absence before or after a holiday is counted as two absences. Unexcused absences will lower the grade in a course. Attendance records are considered by the Committee on Admissions and Standards and poor attendance may result in the exclusion of the student from the college.

No student may be excused from taking the semester examinations at the time scheduled except for illness or other approved reasons. In case of illness, a doctor's certificate must be presented. Students who are so excused will be permitted to take the examination at a time arranged by the college authorities. Failure to take a final examination constitutes a failure in the examination.

WITHDRAWALS

No withdrawal is official unless the student completes the official withdrawal card and files it in the registrar's office.

GRADUATION REQUIREMENTS

Teachers College

A student to be eligible for the degree of Bachelor of Science in Education must present evidence of the following:

1. College credit of one hundred twenty-eight semester hours
2. Completion of the required courses in the curriculum which he has elected
3. A cumulative average of at least 1.67
4. Satisfactory completion of the speech requirement

5. Certification by the college physician of ability to meet the physical standards required for admission to the retirement system of the State of Maryland
6. A grade of C, or better, in student teaching
7. Attendance at the college for at least one college year during which thirty semester hours of credit were earned

Junior College

A student to be eligible for the degree of Associate in Arts must give evidence of the following:

1. College credit of at least sixty semester hours exclusive of courses in physical education
2. Completion of approved courses in the program that he has elected
3. A cumulative average of at least 1.67

CERTIFICATES

Each graduate of the State Teachers College is eligible to receive a Bachelor of Science Certificate in Kindergarten-Primary, Elementary or Junior High School Education from the State Department of Education. This certificate is valid for teaching in the counties of the state for three years and is renewable upon evidence of successful experience and professional spirit.

Graduates who wish to teach in Baltimore City must take the professional examinations, the successful completion of which places them on the eligible list to teach in the elementary grades or junior high schools of the Baltimore City system. This civil service plan, dating from 1898, is part of the Baltimore City Charter.

EXPENSES, LOANS AND SCHOLARSHIPS

TUITION

For Maryland residents who register for the teachers college program no tuition is charged. Those who enroll in the junior college pay \$100 for tuition.

For out-of-state students the tuition is \$200 per year for enrollment in either the teachers college or the junior college.

OTHER FEES

An activities fee of fifteen dollars a year is assigned to the Student Government Association fund for class dues, student publications, athletics, dramatics, assembly programs, and other authorized projects.

An athletic fee of ten dollars a year is assigned to the athletic association and used for the athletic program.

A breakage deposit of five dollars is collected from each student upon entrance. This is not an annual fee. It is refundable in whole or in part when the student graduates or withdraws, depending upon the charges against his record.

A late registration fee of two dollars is charged to any student who registers after the date of registration named in the calendar.

RESIDENCE COSTS

Resident students who live *on the campus* pay \$216 for room and board for the academic year. Because of lack of dormitory space at the present time, students approved as boarding students for whom dormitory facilities are not available will pay \$180 a year for meals only. It is necessary for these students to make their own arrangements for rooms in the neighborhood. As dormitory space becomes available these students will be required to room in the dormitory at which time an adjustment will be made in the rate charged for board and room. All expenses are payable in two equal installments on the registration day of each semester.

ROOM RESERVATION DEPOSITS

A deposit of ten dollars is required of all applicants who desire to board at the college. This deposit should be sent with the application for admission and is deducted from the amount due upon entrance. If a student withdraws his application officially before August first or is denied admission, the room reservation deposit is returned.

OTHER EXPENSES

A student is expected to buy the textbooks required by his courses. These may be purchased in the college bookshop. Students are required to buy gymnasium suits for the courses in physical education.

SUMMARY OF EXPENSES

Maryland Residents

Teachers College Students	Semester I	Semester II	Total Year
Activities Fee	\$ 15.00		\$ 15.00
Athletic Fee	10.00		10.00
Breakage Fee (all freshmen and new students	5.00		5.00
Total — Day Students	\$ 30.00		\$ 30.00
Board and Room	108.00*	108.00	216.00
Total — Boarding Students ..	<u>\$138.00</u>	<u>\$108.00</u>	<u>\$246.00</u>

Junior College Students

Fees as above	\$ 30.00		\$ 30.00
Tuition	50.00	50.00	100.00
Total — Day Students	\$ 80.00	\$ 50.00	\$130.00
Board and Room	108.00*	108.00	216.00
Total — Boarding Students ..	<u>\$188.00</u>	<u>\$158.00</u>	<u>\$346.00</u>

*Ten dollars is deducted from amount due on registration day for boarding students if a room reservation deposit was paid.

Out-of-state Students

Students residing outside of the State who enroll in the Teachers College add to the above expenses a surcharge of

one hundred dollars each semester. Those who enter the Junior College add to the above expenses a surcharge of fifty dollars for each semester.

REFUNDS ON WITHDRAWAL

A student withdrawing from the college must complete an official withdrawal card and file it in the registrar's office before he is entitled to any refund. Refunds are made on the following basis:

Day Students

A *day student* who withdraws within two weeks after his initial registration is entitled to a refund of fees, and if he has paid tuition, shall have refunded the tuition charged for that semester less \$10.00. After the two weeks' period no fees are refunded and tuition is refunded only on a half-semester basis.

Boarding Students

A *boarding student* who withdraws from the college receives refunds for fees and tuition in accordance with the above regulations for day students. The amount paid for room and meals is subject to the following regulations concerning refund:

- (1) A student who withdraws from the dormitory within two weeks after the initial registration will be charged for one week in excess of his residence in the college.
- (2) A student who withdraws from the dormitory *at the request of the college* after the first two weeks of any semester shall be charged for one week in excess of his residence in the college.
- (3) A student who withdraws from the dormitory on his own or his guardian's initiative, after the two weeks following registration and before mid-semester shall receive no refund of board for the first half of the semester. If the withdrawal occurs after the mid-semester, there will be no refund of board paid for the entire semester.

TRANSCRIPTS

One transcript of a student's record will be issued free of charge. A charge of one dollar is made for each subsequent transcript.

ROOM FURNISHINGS FOR RESIDENT STUDENTS

Each student will need at least four single sheets, one pair of blankets, pillow cases, spread, quilted pad for bed, towels, and two laundry bags. Pads 72 by 30 inches may be purchased from the college book shop. Bed linen and towels must have markers attached giving the student's full name.

REQUIRED ATHLETIC UNIFORMS

Women Students

Women students must have two complete gymnasium uniforms for participation in all athletics. The uniform includes suit, low white sneakers, and socks. Each freshman student is given full information about the purchase of suits when her application for admission has been approved.

Men Students

Men students must secure regulation uniforms consisting of shorts, sleeveless jersey, sweat shirt and pants, socks, and sweater to wear for indoor and outdoor activities. All athletic uniforms must be marked with the full name of the owner.

RESPONSIBILITY FOR ATHLETIC EQUIPMENT

A student is responsible for all athletic equipment issued to him. Loss of equipment will be charged against the breakage fee of individuals or group charges may be made.

LOANS AND SCHOLARSHIPS

The college does not support an elaborate system of scholarships. With no tuition charge in the teachers college for students who are residents of Maryland, most of the college students hold what may be called state scholarships. Stu-

dents, however, who live in the dormitories must meet their living expenses, and there are for all students other costs incident upon attending college. There are a few scholarships and considerable money invested in loan funds to help students.

Students whose records are satisfactory may make requests for loans by applying to the chairman of the Trustees of the Student Loan Fund at the college, unless otherwise stated. Letters of recommendation must be filed with the application. Loans are made at a low rate of interest and can be renewed until after the student has received a teaching position.

The Helen Aletta Linthicum Scholarships were established by the will of Helen Aletta Linthicum, widow of J. Charles Linthicum, who was a member of the class of 1886. The fund is administered by the trustees of the estate and the college committee on scholarships and loans. Both freshmen and upperclassmen are eligible for these one hundred dollar scholarships.

A number of these scholarships have been set aside for entering freshmen. High school seniors who are contemplating entering the teachers college and who need some assistance in meeting the college expenses for the first year should write to the Committee on Loans and Scholarships for application blanks. Such applications must be filed with the admission data no later than June 15.

For upperclassmen there are ten or more scholarships. The number varies slightly according to the income from the fund. Upperclassmen apply to the Committee on Loans and Scholarships.

Freshman students are eligible for a fifty dollar scholarship awarded each year by the Maryland organization of the Daughters of the American Revolution.

Upperclass students may receive the Minnie V. Medwedeff Endowment Scholarship. This award is made annually to an outstanding student selected by the trustees of the fund. The scholarship was established in memory of Minnie V. Medwedeff by her father. Miss Medwedeff was an instructor in the college from 1924 until her death in 1935.

LOAN FUNDS

Four loan funds have been established for college students, the Albert S. Cook Scholarship Loan for Freshmen, the Sarah E. Richmond Loan Fund, the Grace Boryer Downin Loan Fund and the Student Loan Fund. Certain Maryland organizations have added to the opportunities for students to secure financial aid by offering loans annually.

Freshman students are eligible for the Albert S. Cook Scholarship Loan. The Albert S. Cook Scholarship Loan for freshmen was established by the Maryland State Teachers Association as a tribute to Albert S. Cook who retired from active service as State Superintendent of Schools, February 1, 1942. This scholarship loan is granted to a freshman student who meets the requirements for eligibility passed by the faculty committee making the award. Students should apply to the Albert S. Cook Scholarship Loan Committee, Maryland State Teachers Association, 1101 North Calvert Street, Baltimore 2, Maryland.

The Sarah E. Richmond Loan Fund was established by Sarah E. Richmond, who was connected with the college as student, teacher, principal and dean of women for fifty-five years. This fund has been increased by gifts from the alumni association. The Sarah E. Richmond Fund is the largest of all the funds and is administered by a special alumni committee consisting of: Miss Carrie Richardson, Mrs. Grace Carroll, and Mrs. George Schluderberg. Requests for loans from this fund may be made directly to Miss Carrie Richardson, 5002 York Road, Baltimore 12, Maryland, or will be forwarded to the committee from the college.

Mrs. Grace Boryer Downin, former supervisor of schools in Washington County, made a gift of one thousand dollars to the college in 1942 which is used as a loan fund for students needing financial help. This fund is known as the Grace Boryer Downin Loan Fund.

The Bettie Sipple Student Loan Fund, sponsored by the Maryland Federation of Women's Clubs, grants loans to women of the junior and senior classes.

The Student Loan Fund includes contributions from a number of different individuals and organizations, as follows:

The Normal Loan Scholarship and the Pestalozzi Loan Scholarship were established by the Normal and Pestalozzi Societies, and the Class of 1925 Loan Scholarship was a gift from the class of that year.

The Reese Arnold Memorial Loan Scholarship, the Lillian Jackson Memorial Loan Scholarship, and the Esther Sheel Memorial Loan Scholarship were established by students of the college in memory of classmates who died.

The Carpenter Memorial Loan Scholarship, preferably for men, was established by Mrs. John Carpenter, of Wellsville, New York, in honor of her husband who was interested in teacher education.

The graduating classes of 1931, 1934 and 1940 made gifts to the Student Loan Fund in honor of their class advisers. These funds are called the Eunice K. Crabtree Loan Fund, the Pauline Rutledge Fund, and the Pearle Blood Loan Fund.

In 1933 the Student Loan Fund suffered losses in the bank failures and faculty and students made contributions to supplement the fund. These contributions became the 1933 Gift Loan Fund of Faculty and Students.

Miss Gertrude Carley was registrar at the college from 1923 to 1931. Her family and friends presented a loan fund in her name to help worthy students. It is known as the Gertrude Carley Memorial Fund.

The Washington County Unit of the Alumni Association gave \$100 to the loan fund in 1929 and in 1935 added another \$100 to this amount. A student from Washington County is given preference when a loan from this fund is granted.

Maryland organizations granting loans are the Daughters of the American Revolution, the Business and Professional Women of Baltimore and the Roland Park Women's Club. They have been liberal in making loans on nominal terms.

SCHOLARSHIP FUNDS

Daughters of the American Revolution Scholarship (Awarded annually)	\$ 50.00
Minnie V. Medwedeff Scholarship (Awarded annually)	100.00 to 200.00
The Helen Aletta Linthicum Scholarships, to be awarded at the discretion of the trustees of the fund (For 1949-50)	2,000.00
Total	<hr/> \$2,150.00 to 2,250.00

LOAN FUNDS

Albert S. Cook Scholarship Loan (For Freshmen only)	\$ 100.00
The Sarah E. Richmond Loan Fund	8,000.00
Class of 1925 Loan Fund	90.00
The Normal Literary Society Loan Fund	100.00
Pestalozzi Loan Fund	100.00
The Reese Arnold Memorial Loan Fund	100.00
The Lillian Jackson Memorial Loan Fund	50.00
Esther Sheel Memorial Loan Fund (Class of 1927)	500.00
The Carpenter Memorial Loan Fund (For men only)	402.00
Eunice K. Crabtree Loan Fund (Gift of Class of 1931)	200.00
Pauline Rutledge Loan Fund (Gift of Class of 1934)	200.00
Pearle Blood Loan Fund (Gift of Class of 1940)	100.00
1933 Gift Loan Fund of Faculty and Students	700.00
Gertrude Carley Memorial Fund	450.00
Washington County Alumni Unit Loan Fund	200.00
The Grace Boryer Downin Loan Fund	1,000.00
Class of 1914 Scholarship Loan Fund	135.00
The Martha Richmond Loan Fund	180.00
General Scholarship Fund	175.00
Total	<hr/> \$12,782.00

STUDENT PERSONNEL SERVICES

PRE-ADMISSION COUNSELING

A close relationship exists between the guidance departments of the high schools and the admissions office of the college. Students may thus become acquainted with the college offerings early in their high school course and work towards meeting the admission requirements. Direct contact with the college is established during the senior year in high school when the initial application is filed. Interested juniors and seniors are invited to the college campus for "High School Visiting Day." During the summer each applicant reports to the college for a physical examination and when possible an interview is held with the director of admissions. Results of standardized tests as well as the complete high school record are considered at this time.

ORIENTATION PROGRAM FOR FRESHMEN

The first week of the fall semester is designated as Freshman Week. A program is planned to acquaint students with some important phases of college life. During this time only the freshmen, the faculty advisers of freshmen and those upperclassmen participating in the program are present on the campus.

All new students, both freshmen and transfer students, take a set of standardized tests the purpose of which is to provide information concerning the students' educational background. Students attend lectures on the use of the library, methods of study, and daily time-budgeting.

The upperclassmen, assisting in the orientation program are members of the Freshman Advisory Council. This council plans social affairs during Freshman Week so that the freshman may become acquainted with one another, the campus, and the student organizations.

THE ADVISORY SYSTEM

Each student on entering the college is assigned a faculty adviser who serves in that capacity for the student's fresh-

man and sophomore years. Junior and senior students choose their advisers from among the instructors in the area of their professional interest. The relationship between student and adviser gives the student an opportunity to learn about his own special needs and to consider them with his adviser. Faculty advisers of freshmen particularly have the task of helping freshmen adjust to college life and become familiar with the facilities in the environment that will aid them in their educational and cultural development. Students are also encouraged to consult instructors, the registrar, and the President of the college when advice from these sources seems desirable.

The Freshman Advisory Council is a student service organization composed of upperclass students, each of whom inducts into college life a limited number of freshmen (usually eight or ten) assigned to him. The duty of the Freshman Advisory Council members is to act as student counselors not only during freshman orientation week, but also throughout the first semester. The council helps freshmen become acquainted with other students, join clubs in which they may become interested, budget time wisely, and become familiar with college policies and regulations.

VISITING DAY FOR FRESHMAN PARENTS

During the fall semester, parents of all freshman students are invited to spend a day at the college. This provides an opportunity for parents to visit classes and meet the faculty.

VOCATIONAL GUIDANCE

Teachers College Students

Since students entering the teachers college have already decided on their profession, little time is devoted to vocational guidance for this group. However, if a student is advised to discontinue his preparation for teaching, he is assisted in investigating other opportunities through counseling with advisers and the administration. When possible, contacts are established with various agencies in the local area for positions or for training for other professions.

Junior College Students

Prior to entrance each junior college student must state his educational plan. With this objective in mind and usually after a personal interview with the admissions office, the student's program is planned. The catalogue of the institution to which he expects to transfer is studied to determine the prerequisites that he should complete in the junior college.

Through the testing department of the college or local agencies, students may request tests to determine aptitude and interest in various professions. Vocational guidance material is provided through the library and the registrar's office and catalogues of other institutions are available.

PLACEMENT OF GRADUATES

The registrar's office offers placement service to graduates. The registrar's office each year forwards to superintendents of schools complete records of graduates seeking positions in these locations. The records include the student's work while in the college, and a full report on student teaching.

HEALTH SERVICE

A physician and trained nurse are full-time members of the college staff. A thorough physical examination by the college physician is required of all students at the time of admission and thereafter at least once a year. Annual chest x-rays are compulsory for all students. *A student found to have a serious physical defect or chronic disease which prevents him from engaging in the required physical education courses may be asked to withdraw from the teacher education program.* A student is expected to correct remediable defects immediately, and failure to follow the physician's instructions may jeopardize a student's status in the college. Health education and prevention of disease are essential parts of the health service.

Medical advice and office treatment are free to all students. The infirmary located in Newell Hall contains rooms for use of boarding students. In case of contagious diseases parents are notified and are required to remove the student from the college.

The college assumes no financial responsibility for illness of sufficient seriousness to require hospitalization, x-rays, or special treatment. The college does not assume financial responsibility for any injury incurred on the athletic field or in any physical education class.

The children attending the Lida Lee Tall School have the advantages of the college health service.

ACCIDENTAL INJURY REIMBURSEMENT

For the benefit of those students who wish to participate, the college enters into an agreement with an approved insurance company to cover the students against any accidental injury either at school or at home during the college year. Participation in the plan is voluntary and costs approximately \$7.50 for women and \$10 for men. Students desiring this coverage will make application at the business office.

The Student Government Association allocates funds, at its option, towards mitigating expenses arising from injuries sustained in college sponsored athletic activities. The purpose of this fund is to supplement the accident coverage and to prevent undue hardship on those participating in college athletics. This fund is administered by a committee appointed by the President of the college and is not to be construed as an insurance plan.

STUDENT EMPLOYMENT

There is little opportunity for student employment in the college although a few students are employed each year in the library and laboratories. These opportunities are given mainly to upperclassmen, since it is felt that freshmen should establish themselves in the college before undertaking additional responsibilities.

HOUSING AND BOARDING

Residence Accommodations for Women

Women students live in Newell and Richmond Halls. Priority in housing is given to Maryland students who live beyond commuting distance, and only when space is avail-

able may students within commuting distance or out-of-state students be accommodated. When the dormitories are filled to capacity students may board in Towson or elsewhere with the permission of the college authorities.

Residence Accommodations for Men

Housing for men on the campus is limited, consequently priority is given to persons living beyond commuting distance. Twenty-five to thirty men can be accommodated in the temporary barracks in the service building and in the campus cottage.

When the campus facilities are filled, men students may rent rooms in private homes near the college and take their meals in the college dining hall. A list of available rooms may be secured from the dormitory director. Students living off the campus assume responsibility for paying for their own rooms. Board is paid directly to the college business office.

Dormitory Policies for Entrance and Withdrawal of Students

Students who have reserved a room and entered the dormitory may not withdraw to become day students except in case of change of residence. If vacancies occur in the dormitory during the year students may be admitted, but only at mid-year or mid-semester. Any exceptions to these rules must be approved by the President of the college.

Dormitory Activities

The college provides a well-balanced program for resident students in order to promote their educational, cultural and social development. The program includes time for study, and students who live in the dormitories can more easily use the library in the evenings and on Saturday mornings. Arrangements are made for students to attend lectures, plays, musicals, and to visit art museums in Baltimore. Picnics, teas, formal dinners, receptions and dances afford students recreation and experience in preparing for such events and in serving as hostesses. Students may entertain guests

in the late afternoon on week days and in the evenings during week-ends. The Dormitory House Committee shares in planning the activities for resident students.

The college encourages students to attend services in the churches of their choice and makes it possible for them to meet the local clergymen.

Students who go away frequently over week-ends miss much of the education that living in the dormitory affords. Parents are therefore earnestly requested not to ask for week-end privileges away from the college oftener than once a month.

ORGANIZATIONS AND ACTIVITIES

Participation in student activities is recognized and encouraged as a valuable part of the college program. Education for responsibility is definitely a part of the preparation for citizenship and for teaching.

STUDENT GOVERNMENT ORGANIZATIONS

Student Government Association

Enrollment in the college makes one automatically a member of the Student Government Association. This organization constitutes a medium for expressing student opinion on matters of general interest and acts in various ways to promote the general welfare of the college. The official publication of the Student Government Association is the *Students Handbook*.

The Dormitory House Committee

The Dormitory House Committee with the participation of all dormitory students makes and enforces regulations necessary for group living. This committee has the advice and guidance of the faculty director of social activities.

HONOR SOCIETY

Kappa Delta Pi

Epsilon Alpha Chapter of Kappa Delta Pi, a national honor society, was installed at the college in February 1940.

Students who meet the requirements for membership are elected during the junior and senior years.

PUBLICATIONS

Tower Light

The *Tower Light* is the bi-weekly student publication of the college.

Tower Echoes

Tower Echoes is the yearbook sponsored and published by the senior class.

SERVICE ORGANIZATIONS

Freshman Advisory Council

The Freshman Advisory Council is a trained group of upperclassmen who assist with the orientation of freshmen during the first semester. They plan the social program for Freshman Week and act as student counsellors to small groups of freshmen in matters affecting student social life.

Marshals

The Marshals are a service group assisting at student assemblies, fire drills, and at such public functions as the May Day celebration and commencement exercises. They also help take care of guests attending meetings at the college.

RELIGIOUS ORGANIZATION

Student Christian Association

The Student Christian Association is a voluntary organization open to all students.

MUSICAL ORGANIZATIONS

Glee Club

The Glee Club has a two-fold organization. It consists of a mixed group of men and women, the traditional Glee Club, and a Women's Chorus.

The Glee Club affords students the musical and social opportunities that are derived from singing and working together. Those especially talented and interested may participate in solo and small group work. See page 45.

Orchestra

Membership in the orchestra affords training in ensemble work for students who play orchestral instruments. The orchestra furnishes music for assemblies and special functions. See page 45.

Student Christian Association Choir

The Student Christian Association Choir is composed of resident women students selected on the basis of talent and interest.

Men's Chorus

The Men's Chorus is a recently organized group for choral singing.

Chimes Guild

Members of the Chimes Guild play the chimes in the college dining room and furnish music for some special occasions.

DRAMATIC CLUBS

Glen Players

The Glen Players, the dramatic club of the college, presents a yearly program of one-act and full length plays.

Variety Club

The Variety Club plans and presents an annual show.

SPECIAL INTEREST CLUBS

Art Club

The Art Club offers students an opportunity to work creatively both individually and in groups. The club at times carries out projects for the college.

The Aviation Club

The Aviation Club makes possible instructors and assistance to teachers and classes of the college and community in the use of the Link Trainer. It provides motion pictures, speakers and trips which stimulate interest in aviation.

Future Teachers of America

The M. A. Newell Chapter of Future Teachers of America is a professional club affiliated with the National Education Association and the Maryland State Teachers Association.

The International Relations Club

The International Relations Club is an organization sponsored by the Carnegie Endowment for International Peace to help acquaint students with the problems and issues of the day.

The Natural History Group

The Natural History Group makes use of the out-of-doors to increase students' knowledge of the natural environment.

ATHLETIC ACTIVITIES

The college provides two athletic fields, six tennis courts, a modern gymnasium, and other facilities for promoting recreational activities.

Athletic Association

Every student is a member of either the Men's or Women's Athletic Association.

The college is a member of the Mason Dixon Conference, and the men's competitive teams include basketball, soccer, baseball, wrestling, track, and tennis. Varsity teams of Loyola College, Johns Hopkins University, American University, Western Maryland College, Hampden Sydney College, William and Mary College, Drew University and other schools are included in the Towson schedule. In addition to an intercollegiate program a broad intra-mural program is carried out.

The Women's Athletic Association is organized to promote athletics in the college, to create a more vigorous school spirit, to sponsor an elective program and to provide activities for special days. The membership of the Women's Athletic Association includes the entire women student body. The women's elective sports are hockey, soccer, archery, tennis, basketball, bowling, badminton, dancing, volley and softball. Competition is planned by the association.

ASSEMBLIES

College assemblies are a part of the educational program. They are held once each week and attendance is required. The planning and scheduling of assemblies are under the direction of a committee of faculty and students. Lectures and concerts are presented by well-known publicists, literati, scientists, and musicians.

ALUMNI ORGANIZATIONS

The Alumni Association

The Alumni Association offers a means of continuing participation in college affairs after graduation. During commencement week there is opportunity for class reunions and for the business and social activities of the association.

Chi Alpha Sigma Fraternity

Chi Alpha Sigma was a local honor society at the college previous to the installation of the Epsilon Alpha Chapter of Kappa Delta Pi. Its alumni members hold semi-annual meetings with the chapter of Kappa Delta Pi.

CURRICULUM AND COURSES OF STUDY

THE TEACHER EDUCATION CURRICULUM

The curriculum of a teachers college should include courses of a general nature, designed to produce a cultured, well-informed citizen. It should include also professional courses designed to give students some competence in the field of working with children. And finally it should include opportunities for students to spend considerable time in typical school classrooms, first observing, then participating, and finally assuming complete responsibility for the direction of a classroom.

At Towson, approximately three fourths of the course offerings are in the field of general education comprising those studies which should be the equipment of a mature, educated person. The other one-fourth are in the field of professional education, divided approximately equally between courses, as such, and experiences in typical classrooms.

Teachers work above all with other human beings. They need, therefore, to have a thorough knowledge of pupils as immature but maturing individuals. They must have an understanding of the great bodies of scientific knowledge about human development — both physical and mental — which modern science has made available. They must also have an understanding of the physical and human resources in the world. They will gain this understanding both through a study of the current world and a study of man's progress through the ages. They should have broad experiences in the fields of art, music, and literature, both for their own enjoyment and satisfaction and for gaining facility in developing such satisfactions in others. They should have competency in the use of language and an understanding of the basic mathematical concepts.

The sciences, the arts, the social sciences, and the humanities constitute the bases of a well-rounded college education for any one living in today's world. For the teacher they are doubly important because the teacher needs them not only for personal satisfaction and individual adjustment but also as a background to aid maturing individuals to find their place in the world.

COURSE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN ELEMENTARY SCHOOL EDUCATION *

<i>PREScribed COURSES</i>	<i>Semester Hours</i>
ART	6 hours
Art 103: Fundamentals of Design	3 hours
Art 203: Fine and Industrial Arts	3 hours
ENGLISH	18 hours
English 102-103: Composition and Contemporary Literature	6 hours
English 222: Fundamentals of Speech	3 hours
English 204-205: English Literature	6 hours
English 307: American Literature	3 hours
HEALTH AND PHYSICAL EDUCATION	9 hours
Health Education 201: Personal Health	3 hours
Physical Education 101-302:	6 hours
MATHEMATICS	3 hours
Mathematics 102: General Mathematics	3 hours
MUSIC	6 hours
Music 103: Music Appreciation	3 hours
Music 203: Music Fundamentals	3 hours
PSYCHOLOGY	6 hours
Psychology 205: Human Growth and Development	3 hours
Psychology 206: Problems of Adjustment	3 hours
SCIENCE	12 hours
Science 101-102: Biological Science	6 hours
Science 203-204: Physical Science	6 hours
SOCIAL SCIENCE	24 hours
Geography 103-104: Elements of Geography ..	6 hours
History 201-202: History of Western Civilization	6 hours
History 402-403: History of the United States	6 hours
Electives	6 hours
EDUCATION	33 hours
Education 302: The Child and His Curriculum	12 hours
Education 401: Children's Literature	3 hours
Education 331: History of Education	2 hours
Education 303, 404: Directed Teaching	16 hours
ELECTIVES	11 hours
TOTAL	128 hours

*For course requirements for the degree of Bachelor of Science in Kindergarten-Primary school education substitute Education 301 for Education 302 in the prescribed courses above.

TYPICAL PROGRAM FOR STUDENTS IN ELEMENTARY SCHOOL EDUCATION *

FRESHMAN YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Per Wk.	Cr.		Hrs.	Per Wk.	Cr.
English 102	3		3	English 103	3		3
Geography 103	3		3	Geography 104	3		3
Science 101	4		3	Science 102	4		3
Education 100	1		0	Education 100	1		0
Mathematics 102	3		3	Art 103	4		3
Music 103	3		3	Health 201	4		3
Physical Ed. 101	2		1	Physical Ed. 102	2		1
	<u>19</u>		<u>16</u>		<u>21</u>		<u>16</u>

SOPHOMORE YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Per Wk.	Cr.		Hrs.	Per Wk.	Cr.
English 204	3		3	English 205	3		3
Science 202	4		3	Science 203	4		3
History 201	3		3	History 202	3		3
Psychology 205	3		3	Psychology 206	3		3
Art 203	4		3	Music 203	3		3
Physical Ed. 201	2		1	Physical Ed. 202	2		1
	<u>19</u>		<u>16</u>		<u>18</u>		<u>16</u>

JUNIOR YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Per Wk.	Cr.		Hrs.	Per Wk.	Cr.
**Education 302	13		12	Education 303,			
English 222	3		3	404—Student			
Physical Ed. 301	2		1	Teaching	25		16
	<u>18</u>		<u>16</u>		<u>25</u>		<u>16</u>

SENIOR YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Per Wk.	Cr.		Hrs.	Per Wk.	Cr.
History 402	3		3	History 403	3		3
Education 401	3		3	English 307	3		3
Social Science	3		3	Education 331	2		2
Electives (2)	6		6	Electives (2)	5-6		5-6
Physical Ed. 302	2		1	Social Science elec.	3		3
	<u>17</u>		<u>16</u>		<u>16-17</u>		<u>16-17</u>

*For typical program for students in Kindergarten-Primary education substitute Education 301 for Education 302 in the above.

**This semester is organized as an inter-departmental seminar. Students observe demonstration teaching, visit various types of schools and through coordinating activities and seminar discussions prepare for the student teaching experience that follows this semester's work.

COURSE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN JUNIOR HIGH SCHOOL EDUCATION

<i>PREScribed COURSES</i>		<i>Semester Hours</i>
<i>ART</i>		6 hours
Art 103: Fundamentals of Design	3 hours	
Art 203: Fine and Industrial Arts	3 hours	
<i>ENGLISH</i>		18 hours
English 102-103: Composition and Contemporary Literature	6 hours	
English 222: Fundamentals of Speech	3 hours	
English 204-205: English Literature	6 hours	
English 307: American Literature	3 hours	
<i>HEALTH AND PHYSICAL EDUCATION</i>		9 hours
Health Education 201: Personal Health	3 hours	
Physical Education 101-302:	6 hours	
<i>MATHEMATICS</i>		6 hours
Mathematics 102: General Mathematics	3 sours	
Mathematics 203: General Mathematics for Junior High School Teachers	3 hours	
<i>MUSIC</i>		3 hours
Music 103: Music Appreciation	3 hours	
<i>PSYCHOLOGY</i>		6 hours
Psychology 205: Human Growth and Development	3 hours	
Psychology 207: Psychology of Adolescence ..	3 hours	
<i>SCIENCE</i>		12 hours
Science 101-102: Biological Science	6 hours	
Science 203-204: Physical Science	6 hours	
<i>SOCIAL SCIENCE</i>		24 hours
Geography 103-104: Elements of Geography ..	6 hours	
History 201-202: History of Western Civilization	6 hours	
History 402-403: History of the United States	6 hours	
Electives	6 hours	
<i>EDUCATION</i>		33 hours
Education 305: The Adolescent and His Curriculum	12 hours	
Education 401: Children's Literature	3 hours	
Education 331: History of Education	2 hours	
Education 303, 404: Directed Teaching	16 hours	
<i>ELECTIVES</i>		11 hours
TOTAL		128 hours

TYPICAL PROGRAM FOR STUDENTS IN JUNIOR HIGH SCHOOL EDUCATION

FRESHMAN YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
English 102	3	3	English 103	3	3
Geography 103	3	3	Geography 104	3	3
Science 101	4	3	Science 102	4	3
Education 100	1	0	Education 100	1	0
Mathematics 102	3	3	Music 103	3	3
Art 103	4	3	English 222	3	3
Physical Ed. 101	2	1	Physical Ed. 102	2	1
	<u>20</u>	<u>16</u>		<u>19</u>	<u>16</u>

SOPHOMORE YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
History 201	3	3	History 202	3	3
English 204	3	3	English 205	3	3
Science 202	4	3	Science 203	4	3
Health 201	4	3	Mathematics 203	3	3
Art 203	4	3	Social Science elec.	3	3
Physical Ed. 201	2	1	Physical Ed. 202	2	1
	<u>20</u>	<u>16</u>		<u>18</u>	<u>16</u>

JUNIOR YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
History 402	3	3	History 403	3	3
Education 401	3	3	Education 331	2	2
English 307	3	3	Psychology 205	3	3
Social Science elec.	3	3	Elective	3	3
Elective	3-6	3-4	Elective	3-6	3-4
Physical Ed. 301	2	1	Physical Ed. 302	2	1
	<u>17-20</u>	<u>16-17</u>		<u>16-19</u>	<u>15-16</u>

SENIOR YEAR

Credit		Hrs.	Per Wk. Cr.
*Education 305	10		
Psychology 207	3		
Education 315	2		
Education 410	2		
	<u>17</u>		
Education 303, 404—Student Teaching		25	16
		<u>25</u>	<u>16</u>

*This work is organized as an inter-departmental seminar. Students observe demonstration teaching and visit various junior high schools and through coordinating activities and seminar discussions prepare for the student teaching experience.

JUNIOR COLLEGE PROGRAM

The junior college program has been in operation since September 1946. The program was begun especially for veterans who were unable to enter senior colleges in Maryland due to crowded conditions. Non-veterans have been admitted from the beginning and these numbers are becoming larger as veterans complete the two years and transfer to other institutions.

The curriculum of the junior college at Towson is a two-year liberal arts program designed for students who plan to complete their college education by transferring to the third (junior) year of a four-year college. The associate in arts degree is awarded to junior college students who have satisfactorily completed a minimum of sixty semester hours of credit in an approved program exclusive of physical education.

The curriculum provides background courses which will enable students at the end of two years to enter any of the several professional fields such as pre-law, pre-nursing, journalism, business administration, and other non-technical professions. High school graduates should apply for the junior college program only if their high school record is sufficiently high to indicate a reasonable chance of success in college work and to merit full recommendation by their high school principal.

Students interested in teaching in senior high school may take two years of work in the junior college and transfer to other colleges in the State to prepare for teaching the subject of their choice. Junior college students who decide they wish to teach in the elementary or junior high schools may apply for transfer to the teacher-education program. All such transfers must be approved by the Faculty Committee on Academic Standing.

Junior college students are given assistance in choosing courses that will meet the prerequisites of the professions they wish to enter. Catalogues of various colleges are available for students' and advisers' use. The program listed on the next page will indicate sequence of courses and is a typical program.

JUNIOR COLLEGE CURRICULUM

FRESHMAN YEAR

	<i>Hours Credit</i>
English—Composition and Literature	6
Science—Biology, Chemistry or Physics	8
History—European or American	6
Modern Languages—French, German or Spanish	6
Physical Education—Athletics	2
Electives	6
College Algebra, Trigonometry, Sociology, Economics, Political Science, Speech, Art, Music, etc.	
	<hr/> 34

SOPHOMORE YEAR

English—Survey of English Literature	6
*Science—Biology, Chemistry or Physics	8
History—European or American	6
Modern Languages—French, German or Spanish	6
Physical Education—Athletics	2
Electives	6 or 12
College Algebra, Trigonometry, Sociology, Political Science, Shakespeare, American Literature, Contemporary Drama, Contemporary Novel, Art, Music, etc.	
	<hr/> 32 or 34

*Students who do not wish to take a second year of science may choose sufficient electives to make a full program.

COURSES OF INSTRUCTION

Numbering of Courses

Courses are numbered according to the following scheme:

Courses numbered 100-199 inclusive are primarily for freshmen.

Courses numbered 200-299 inclusive are primarily for sophomores.

Courses numbered 300-399 inclusive are primarily for juniors.

Courses numbered 400-499 inclusive are primarily for seniors.

ART

Mrs. Brouwer

Mr. Mitchell

Mrs. Robinson

The art courses provide students with means for self-expression, contribute to the growth of appreciation and stimulate cultural pursuits. Museum visits and other excursions supplement campus activities.

ART 103—FUNDAMENTALS OF DESIGN
4 hours per week. (Credit 3 hours.)

A study of the space arts from the point of view of balance, proportion, rhythm, and harmony. The course aims to develop an understanding of composition and design as expressed in several art materials.

ART 203—FINE AND INDUSTRIAL ART
4 hours per week. (Credit 3 hours.)

The object of this course is to develop competence in art expression. Practice is given in applying art principles to the everyday problems of home and community living. The evolution of representative art forms from primitive times to the present is considered, so that students may gain a knowledge of the history of art and develop an interest and understanding of art in its relation to the present.

ART 310—WORKSHOP IN HANDICRAFTS

4 hours per week. (Credit 3 hours.)

Emphasis is upon the art possibilities of the many materials available. Work with wood, clay, plastics, cloth, paper, paint and dye will be provided, and the use of tools necessary to their development will be taught.

ART 311—ORIENTATION OF ART PRACTICES

4 hours per week. (Credit 3 hours.)

Materials and skills in relation to classroom needs will be studied in a workshop setting with emphasis on the art problems of kindergarten-primary teachers.

ART 414—SPECIAL ART PROBLEMS RELATED TO INDIVIDUAL STUDENTS

4 hours per week. (Credit 3 hours.)

Students who show special interest or unusual ability in certain fields will be directed in the development and functioning of these interests and abilities. Registration for this course requires the permission of the instructor.

PRACTICUM IN ART INSTRUCTION

2 hours per week. (Credit 1 hour.)

Credited as Education 302-6a. Course description on page 62.

EDUCATION

Mrs. Ablen

Miss Scott

Mr. Hartley

Miss Steele

Miss Laurie

Miss Woodward

Miss Lightfoot

Faculty members from other departments participate in teaching the education courses.

The teacher education program provides many opportunities for students to work with and study children. Professional laboratory experiences begin in the freshman year and are an integral part of the work of each of the succeeding years. During the junior and senior years the study of children continues and broadens to include experiences in observing and teaching different age groups in several schools.

In addition, students study and evaluate the contributions of research in teaching. As students acquire a rich background in the social and natural sciences and the arts, and gain skill in the use of languages, they learn to make these function in their teaching.

During the sophomore year, the department expects the students to elect either the kindergarten-primary grades, elementary school, or the junior high school program in education.

EDUCATION 100—ORIENTATION IN MODERN EDUCATION
1 hour per week for two semesters. (No credit.)

Freshman students become acquainted with the program and practices in modern public kindergarten-primary, elementary, or junior high schools by observing children and teachers at work, by reviewing movies and film strips, and by hearing instructors and visiting speakers discuss current trends in education.

COURSES IN KINDERGARTEN AND PRIMARY EDUCATION
EDUCATION 301—THE CHILD AND HIS CURRICULUM
12 hours per week. (Credit 12 hours.)

An experience planned and directed by the staff to help prospective teachers see life in the school in its relation to the physical, mental, emotional, and social development of children of elementary age (kindergarten and primary ages). The underlying principles of teaching and learning are developed through observation and participation in the work of the laboratory schools. Study of the activities of children is supplemented by reading and discussion. Experiences with children are interpreted in the light of scientific findings in child development.

Special consideration is given to the importance of the language arts. Observations are made at the various learning levels, to enable the students to study the development of skills and to understand the importance of reading and language in the curriculum.

This professional experience will be directed through courses in the teaching of language arts, science, and arith-

metic, and a workshop in creative activities. The Kindergarten and Primary Curriculum serves as the coordinating course.

EDUCATION 301-1—THE KINDERGARTEN AND PRIMARY CURRICULUM

4 hours per week. (Credit—Part of 12 hour course.)

Emphasis is placed upon the need for using available scientific knowledge of child development in planning an effective curriculum for the kindergarten and primary grades. Opportunities are given to plan activities with small groups of children and to develop them in actual schoolroom situations. Further understandings are gained through the observation of children in a wide variety of school activities, and through an acquaintance with recent educational literature and movies.

EDUCATION 301-2—LANGUAGE ARTS IN THE KINDERGARTEN AND PRIMARY GRADES

3 hours per week. (Credit—Part of 12 hour course.)

A study of the language needs and abilities of children in the kindergarten and primary grades. Experiences which develop children's readiness for reading, writing, speaking and listening are emphasized and are evaluated in the light of scientific findings and modern practice. Ways of teaching beginning reading and writing are given important consideration.

EDUCATION 301-3—ARITHMETIC AND SCIENCE IN THE KINDERGARTEN AND PRIMARY GRADES

2 hours per week. (Credit—Part of 12 hour course.)

In arithmetic the work is centered around problems relating to (1) number abilities of pre-school children, (2) the nature of meaning in arithmetic and (3) selection of number activities for teaching the basic number concepts.

In science a survey is made of the child's environment for the purpose of selecting appropriate experiences. Practical work is provided in selecting and carrying out many of these experiences through the close cooperation of kindergarten and primary teachers.

EDUCATION 301-4—WORKSHOP IN CREATIVE EXPERIENCES
3 hours per week. (Credit—Part of 12 hour course.)

Emphasis is upon the opportunity for experimentation with the various media for self expression. Broad acquaintance with and consideration of various forms of creative expression as related to current curriculum trends afford insight into effective use of material in the mental, emotional and social development of the young child. Musical instruments, songs, rhythms, wood-construction, blocks and other manipulative materials are considered in relation to the individual need for self-expression and self-realization.

COURSES IN ELEMENTARY EDUCATION

EDUCATION 302—THE CHILD AND HIS CURRICULUM
13 hours per week. (Credit 12 hours.)

An experience planned and directed by the staff to help prospective teachers see life in the school in its relation to the physical, mental, emotional, and social development of children of elementary school age. The underlying principles of teaching and learning are developed through observation and participation in the work of the laboratory schools. Study of the activities of children is supplemented by reading and discussion. Experiences with children are interpreted in the light of scientific findings in child development.

Special consideration is given to the importance of the language arts. Observations are made at the various learning levels, to enable the students to study the development of skills and to understand the importance of reading and language in the curriculum.

This professional experience will be directed through courses in the teaching of social studies, science, and arithmetic, and a practicum in art, music or physical education. Language Arts in the Elementary School and the Elementary School Curriculum serve as coordinating courses.

EDUCATION 302-1—SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
2 hours per week. (Credit—Part of 12 hour course.)

Designed to furnish each student with a background of information upon which he may draw in assisting elementary

school pupils to interpret trends in modern life. Provides an opportunity for experience in locating, organizing, synthesizing, and interpreting fundamental social information. Considers possible approaches to social studies on the elementary school level.

EDUCATION 302-2—SCIENCE IN THE ELEMENTARY SCHOOL
2 hours per week. (Credit—Part of 12 hour course.)

Emphasis in this course is directed toward helping students realize the significance of science for the elementary school child and what it can contribute toward his development. Criteria for selecting science experiences for children, for curriculum construction, and for evaluating the results of these experiences are built up as students observe children at work.

EDUCATION 302-3—ARITHMETIC IN THE ELEMENTARY SCHOOL
2 hours per week. (Credit—Part of 12 hour course.)

Includes kinds of arithmetic; the nature of meaning in arithmetic; core mathematical ideas running through elementary mathematics; research findings in the teaching of arithmetic; organization of units of instruction; evaluation of pupil progress.

EDUCATION 302-4—LANGUAGE ARTS IN THE ELEMENTARY SCHOOL
3 hours per week. (Credit—Part of 12 hour course.)

A study of the language needs and abilities of children in the elementary school. Experiences which develop children's abilities to use language more effectively in reading, writing, speaking, and listening are evaluated in the light of scientific findings and modern practice. Emphasis is placed upon reading instruction. Opportunities are provided for observing children's reading, and oral and written expression.

EDUCATION 302-5—THE ELEMENTARY SCHOOL CURRICULUM
2 hours per week. (Credit—Part of 12 hour course.)

Effort is directed toward understanding the values and needs of our society, the developmental tendencies and tasks of children, the organization and sequence of activities in

the elementary school curriculum, and principles of teaching and learning.

EDUCATION 302-6—PRACTICUM IN ART, MUSIC, OR PHYSICAL EDUCATION

All students in elementary education are required to take one practicum. They may elect art, music or physical education. Credit of 1 hour will be given in the 12 hour course.

EDUCATION 302-6a—PRACTICUM IN ART INSTRUCTION
2 hours per week. (Credit 1 hour.)

Students are given practice in planning and teaching art in a primary and in an intermediate grade, and work with the instructor in classroom and workshop where the art problems are planned and developed. Discussion periods for evaluation are arranged and special demonstrations are given when the need arises. Means of obtaining art materials, and their preparation and care are given attention.

EDUCATION 302-6b—PRACTICUM IN MUSIC INSTRUCTION
2 hours per week. (Credit 1 hour.)

A course designed to acquaint students through observation and practice in the classroom, with children's needs, capabilities, and responses in music education. Students participate in planning, teaching and evaluating lessons in the primary and intermediate grades of the Lida Lee Tall School.

EDUCATION 302-6c—PRACTICUM IN PHYSICAL EDUCATION INSTRUCTION
2 hours per week. (Credit 1 hour.)

Students have opportunity to observe and participate in the teaching of physical education in several grades of the Lida Lee Tall School. One class session each week is devoted to planning and preparation for teaching, and the following session to carrying out the plans with the children.

EDUCATION 303 and 404—DIRECTED TEACHING
25 hours per week. (Credit 16 hours.)

Students have teaching experience in centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the kindergarten-primary, elementary

grades, or junior high schools, and to engage in all other activities for which regularly employed teachers are responsible.

Individual and group conferences with teachers and supervisors afford guidance to students in selecting, organizing, and interpreting materials which further the total educative process according to the nature of the learner.

EDUCATION 311—PRIMARY PRINCIPLES AND MATERIALS
3 hours per week. (Credit 3 hours.)

An analysis is made of the home influences, school environment, and personal interests of children in the primary grades. Characteristic problems of physical well-being, intellectual growth, and character development are considered. Criteria for organizing and evaluating experiences gained through school activities, excursions, and units of subject matter are developed.

EDUCATION 401—CHILDREN'S LITERATURE
3 hours per week. (Credit 3 hours.)

This course is designed to arouse and satisfy a genuine interest in children's books apart from school textbooks, to aid the student to obtain a better working knowledge of this literature, and to increase his awareness of degrees of excellence in content and form.

Education 401-1—Required of students who elect kindergarten-primary or elementary school education.

EDUCATION 420—PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL
3 hours per week. (Credit 3 hours.)

Course description on page 73.

EDUCATION 430—MUSIC IN THE ELEMENTARY SCHOOL—ADVANCED COURSE
3 hours per week. (Credit 3 hours.)

Course description on page 78.

COURSES IN JUNIOR HIGH SCHOOL EDUCATION

The program of education for Junior High School Teachers is designed to bring about a closer integration between methods courses and the practical experiences of observation and student teaching. All students receive methods

instruction in language arts, science, and social studies, as well as studying the junior high school child, while engaged in a program of active participation in typical teaching situations. Work in tests and measurement, an audio-visual workshop, and a post-practice seminar on educational problems are included in the program.

EDUCATION 305—THE ADOLESCENT AND HIS CURRICULUM
10 hours per week. (Credit 10 hours.)

Students who select the Junior High School education program participate in a series of experiences in which theory is integrated with practice. The theory courses required of all students are:

Education 305-1—The Junior High School Curriculum—3 hours per week.

Education 305-2—Language Arts in the Junior High School—2 hours per week.

Education 305-3—Science in the Junior High School—2 hours per week.

Education 305-4—Social Studies in the Junior High School—3 hours per week.

Education 305-5—Measurement in the Junior High School—2 hours per week.

Observations in Junior High Schools are scheduled as a part of the weekly program for students in the Education 305 courses.

EDUCATION 305-1—THE JUNIOR HIGH SCHOOL CURRICULUM

3 hours per week. (Credit—Part of 10 hour course.)

The topics emphasized are: purpose of education, curriculum development and organization, nature of the junior high school program and educational experiences, group planning and work, and principles of teaching and learning.

EDUCATION 305-2—LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL

2 hours per week. (Credit—Part of 10 hour course.)

This course deals with the communication of ideas in the junior high school curriculum. It includes reading, composition, penmanship, spelling, library usage, and work-study-

skills. Oral communication is concerned with speaking and with listening, observing, and thinking; written communication with reading and writing; the selection and use of resources of communication with research, study, and library practices.

EDUCATION 305-3—SCIENCE IN THE JUNIOR HIGH SCHOOL
2 hours per week. (*Credit—Part of 10 hour course.*)

The emphasis of this course is directed toward helping prospective teachers realize the possibilities of utilizing general science materials in meeting the needs of junior high school pupils. The material and methods employed are considered in relation to the physical, mental, emotional, and social development of children of this level. Various types of curriculum organization are considered; sets of textbooks and reference materials are analyzed as to their appropriateness; experiences are provided in trying out curriculum materials which are developed by the class.

EDUCATION 305-4—SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL
3 hours per week. (*Credit—Part of 10 hour course.*)

Consideration of current curriculum trends in the social studies; materials, methods and activities and their organization for classroom use. The special methods applicable to the teaching of history, geography and citizenship are studied as well as integration, correlation and the core program.

EDUCATION 305-5—MEASUREMENT IN THE JUNIOR HIGH SCHOOL
2 hours per week. (*Credit 2 hours.*)

Problems in measurement; principles underlying choice of test instruments; survey of test literature; administering, scoring, and recording test data; interpretation of test norms; construction of informal tests. Required of students who elect Junior High School education. Prerequisites: Mathematics 203 and Psychology 207.

EDUCATION 303 and 404—DIRECTED TEACHING
25 hours per week. (*Credit 16 hours.*)

Course description on page 62.

EDUCATION 322—PHYSICAL EDUCATION ACTIVITIES FOR
THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit 3 hours.)

Course description on page 73.

EDUCATION 323—MUSIC IN THE JUNIOR HIGH SCHOOL
3 hours per week. (Credit 3 hours.)

Course description on page 77.

EDUCATION 401—CHILDREN'S LITERATURE
3 hours per week. (Credit 3 hours.)

Education 401-2 is required of students who elect junior high school education. Course description on page 63.

GENERAL COURSES IN EDUCATION

EDUCATION 315—AUDIO-VISUAL MATERIALS AND METHODS OF INSTRUCTION
3 hours per week. (Credit 3 hours.)

Methods for vitalizing learnings through the use of pictures, school trips, realia, motion pictures, radio, records and transcriptions. Experience is afforded in the location of materials, operation of apparatus, preparation of pupil and teacher-made tools of learning and presentation of concrete materials.

EDUCATION 331—HISTORY OF EDUCATION
2 hours per week. (Credit 2 hours.)

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

EDUCATION 411—MEASUREMENT IN HUMAN GROWTH AND DEVELOPMENT
3 hours per week. (Credit 3 hours.)

Problems of measurement applied to physical, intellectual, emotional and social growth; characteristics of a measuring instrument; organization and analysis of data; use and limitation of norms.

Prerequisites: Psychology 205; Education 303, 404.

EDUCATION 415—AUDIO-VISUAL WORKSHOP
3 hours per week. (Credit 2 hours.)

Required of all students in the junior high school program. Offers practical experience in the operation of audio-

visual apparatus, in the preparation of teaching aids, and in the application of modern tools of learning to the classroom situation. Among the aspects of the subject to be explored are field trips, still pictures, realia, filmstrips, motion pictures, graphic devices, records, radio, and television.

EDUCATION 432—PHILOSOPHY OF EDUCATION

3 hours per week. (Credit 3 hours.)

This course will acquaint the student with the cultural philosophies and provide some basis for organization of the student's own philosophy of life and education.

ENGLISH

Mr. Bewington

Miss Crabtree

Miss Fisher

Miss Gerdes

Mrs. Gleisner

Mr. Guess

Miss Hughes

Mr. Paul

Mr. Paul West

Mr. Wright

The English program provides the student with experiences in the appreciation of literature, present and past, and affords opportunities for self-expression in written and spoken forms. Through these courses the student is aided in his understanding of human beings, his search for truth and beauty, and his ability to participate in the thought life of the world. The specific offerings are planned to contribute to the young teacher's ability in communication, cultural and social development, and to his growth in self-realization.

ENGLISH 100—CORRECTIVE SPEECH

2 hours per week. (No college credit.)

Teachers college students who have defective speech are required to take this course and pass it before being recommended for graduation.

ENGLISH 102-103—COMPOSITION AND CONTEMPORARY LITERATURE

3 hours per week for two semesters. (Credit 6 hours.)

This course utilizes the close relationship among reading, talking, and writing and is designed to give the student an understanding of principles of composition as illustrated by contemporary writers. English activities involving both oral

and written expression provide opportunity for application of these principles. Excellent models of many types and forms of writing are studied, including: novel, biography, play, short story, poetry, and essay. Attention is given to improving techniques of reading.

ENGLISH 204-205—ENGLISH LITERATURE

3 hours per week for two semesters. (Credit 6 hours.)

In this course English literary history is presented through a detailed study of representative writings and great writers. It includes literature from *Beowulf* through Sheridan and from the Romantics to the present day. Attention is given to types of literature, to dominant trends in movements, and to social and literary philosophies.

ENGLISH 222—FUNDAMENTALS OF SPEECH

3 hours per week. (Credit 3 hours.)

Required of all teachers college students in the freshman or sophomore year. Emphasizes the sounds of spoken language, the principles and practice of public speaking, and the art of oral reading.

ENGLISH 307—AMERICAN LITERATURE

3 hours per week. (Credit 3 hours.)

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent movements and writers from the pre-Revolutionary papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

ENGLISH 309—DRAMA FROM AESCHYLUS TO IBSEN

3 hours per week. (Credit 3 hours.)

The development of the dramatic form from the ancient Greek period through successive movements in Italy, France, England, Germany and Spain. Representative plays of each nation are studied.

ENGLISH 310—THE ENGLISH ROMANTIC POETS

3 hours per week. (Credit 3 hours.)

A study of the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats and the philosophical, æsthetic, and social ideas of their time.

ENGLISH 311—THE ORAL INTERPRETATION OF LITERATURE

3 hours per week. (Credit 3 hours.)

General principles of oral reading and the art of interpretation in poetry, drama, and the short story. Enrollment for the class is limited.

ENGLISH 312—SHAKESPEARE

3 hours per week. (Credit 3 hours.)

Plays from Shakespeare's great tragedies, histories, and comedies are studied with collateral readings of related works. The course includes the most interesting features of the Elizabethan stage and drama.

ENGLISH 313—ADVANCED WRITING

3 hours per week. (Credit 3 hours.)

This course is concerned with the art of imaginative expression. Includes writing of articles and short stories and encourages work in any creative form. Registration for this course requires the permission of the instructor.

ENGLISH 314—ELEMENTS OF STAGECRAFT

3 hours per week. (Credit 3 hours.)

Introduces the student to the skills and techniques of dramatic production—directing, costume, make-up, construction of stage settings, and lighting. Practice in the presentation of plays by the college dramatic club is an integral part of the course. Attention is given to the techniques involved in presenting public programs in the elementary and junior high schools.

ENGLISH 319—CONTEMPORARY POETRY

3 hours per week. (Credit 3 hours.)

The significant movements and the important contemporary poets of England and America. Provides the student with an adequate understanding of the poetic thought of his own time.

ENGLISH 320—CONTEMPORARY NOVEL

3 hours per week. (Credit 3 hours.)

A study of the trends in subject matter and technique of the twentieth century novel. Major emphasis is upon the important American novelists since 1914.

ENGLISH 321—CONTEMPORARY DRAMA

3 hours per week. (Credit 3 hours.)

The best contributions to the drama written by American and English playwrights in the last twenty years. Special attention is given to the growth of the little theatre and the development of the one-act play.

ENGLISH 324—READINGS IN WORLD LITERATURE

3 hours per week. (Credit 3 hours.)

Readings of great writings, both in English and translated from Greek, Latin, Icelandic, Italian, French, and German. Homer to Francis Bacon.

ENGLISH 409—NINETEENTH CENTURY PROSE

3 hours per week. (Credit 3 hours.)

A study of the work of the major English prose writers of the Romantic and Victorian periods. Study centers upon each writer as representative of the important literary, social and political movements of his time.

LANGUAGE ARTS IN THE KINDERGARTEN AND PRIMARY GRADES

3 hours per week.

Credited as Education 301-2. Course description on page 59.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 hours per week.

Credited as Education 302-4. Course description on page 61.

LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL

2 hours per week.

Credited as Education 305-2. Course description on page 64.

CHILDREN'S LITERATURE

3 hours per week. (Credit 3 hours.)

Credited as Education 401-1 or 401-2. Course description 63.

HEALTH AND PHYSICAL EDUCATION

Dr. Bulkley
Mr. Clarke
Miss Daniels

Miss Dowell
Mr. Minnegan
Miss Roach

Miss Sargent

The Health and Physical Education courses deal with the basic needs of the human organism for healthy growth and development. The courses stress not only the responsibility of the individual for maintaining his own health and contributing to that of others, but also the function of the teacher in influencing and guiding pupils in healthy living.

The physical education program provides for the development of skills and understandings for satisfying participation in sports and intelligent spectatorship, and development of interest in active outdoor recreation.

COURSES IN HEALTH EDUCATION

HEALTH EDUCATION 201—PERSONAL HEALTH

4 hours per week. (Credit 3 hours.)

Elements of anatomy and physiology which serve as a basis for understanding individual health practices and prepare the student for the study of psychology and other courses in health education; emphasis is placed upon the health problems common to college students.

HEALTH EDUCATION 310—ELEMENTS OF PUBLIC HEALTH

3 hours per week. (Credit 3 hours.)

A study of the more common activities of community, state and national agencies in the prevention and control of communicable diseases and the individual's responsibility and role in maintaining and improving community health.

HEALTH EDUCATION 330—PHYSIOLOGY OF CHILD GROWTH

3 hours per week. (Credit 3 hours.)

A survey of physiological changes associated with growth and development through childhood and adolescence; evaluation of measures of physical growth; general health needs of children and adolescents, and the teacher's part in promoting the health of pupils.

COURSES IN PHYSICAL EDUCATION

PHYSICAL EDUCATION 101-102-201-202-301-302—FRESHMAN, SOPHOMORE, AND JUNIOR YEARS
2 hours per week. (Credit 6 hours.)

These courses provide an introduction to physical education activities, and are planned to give the student a foundation for using them intelligently, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and an understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

INDIVIDUAL GYMNASTICS

The Physical Education program includes work in individual gymnastics for all students. Conferences are by appointment and attendance is required. Both individual and group conferences are held and the student has opportunity to discuss his individual problems. The work continues until the student shows progress in understanding and demonstration of good posture. This is part of the courses 101-302.

PRACTICUM IN PHYSICAL EDUCATION INSTRUCTION
2 hours per week. (Credit 1 hour.)

Credited as Education 302-6c. Course description on page 62.

PHYSICAL EDUCATION 310—RECREATION
3 hours per week. (Credit 3 hours.)

Preparation for leadership and organization of after-school activities for children, such as club, hiking, camping and playground activities. Students visit recreation centers in the vicinity. Specialists in various phases of recreation—story telling, crafts, recreational singing, playground, and club work—are invited to give part of the course. Students are expected to participate in some organized recreation work with children.

PHYSICAL EDUCATION ACTIVITIES FOR THE JUNIOR HIGH SCHOOL

3 hours per week. (Credit 3 hours.)

Credited as Education 322.

Basic physical education activities for the junior high school grades. Methods of teaching sports, track and field stunts, combatives, rhythms, relays, and mass games.

PHYSICAL EDUCATION 410—RHYTHMS AND DANCING

3 hours per week. (Credit 2 hours.)

This course broadens the experience and preparation for teaching rhythms and dancing. It includes analysis of fundamental dance rhythm, creation of simple dance patterns, singing games and types of accompaniment, selection of appropriate materials for various age levels and possible outcomes, preparation of dance material for festival and holiday programs, and recreational dancing. Students will have practice in these activities.

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

3 hours per week. (Credit 3 hours.)

Credited as Education 420.

Additional preparation for the physical education work of the elementary grades. The aims of the physical education program are considered; an attempt is made to understand appropriate outcomes for each age level and to learn how to select and use materials which will contribute to the accomplishment of these objectives. The State Program of Physical Education, the Baltimore City Course of Study and other programs of physical education are considered.

MATHEMATICS

Mr. Moser

Mr. Weaver

Students electing the kindergarten-primary or elementary school program are required to take three hours of general mathematics; students electing the junior high school program are required to take six hours of general mathematics or its equivalent. The department offers electives in algebra and trigonometry for junior college students or for teachers college students who may wish additional prepara-

tion toward the teaching of mathematics in junior high school. These electives will satisfy requirements for one full year of college mathematics.

MATHEMATICS 102—GENERAL MATHEMATICS

3 hours per week. (Credit 3 hours.)

This course acquaints the student with the mathematics basic to an understanding of the nature and function of a number system. The topics considered include: origin of number; structure of a positional number system; development of the fundamental operations; nature of reasoning in mathematics; mathematical symbolism; linear equations; approximate numbers.

MATHEMATICS 103—COLLEGE ALGEBRA

3 hours per week. (Credit 3 hours.)

Basic algebraic concepts and principles are reviewed and extended. Advanced topics are selected and developed in keeping with the progress and needs of the class. Prerequisite: one year of high school algebra.

MATHEMATICS 104—TRIGONOMETRY

3 hours per week. (Credit 3 hours.)

This course emphasizes the analytical and numerical aspects of trigonometry. Field problems involving the use of the transit, level and other instruments supplement and enrich the work of the classroom. High school trigonometry is not a necessary background for this course but the successful completion of Mathematics 103 is desirable.

MATHEMATICS 203—GENERAL MATHEMATICS FOR JUNIOR HIGH SCHOOL TEACHERS

3 hours per week. (Credit 3 hours.)

This course is required of all students electing the junior high school program. The topics developed include principles of percentage and interest with applications, collection and organization of statistical data, construction and interpretation of graphs, basic principles and techniques of algebra, direct and indirect measurement, numerical trigonometry. The work of the classroom will be enriched by field problems and experiences in appropriate areas of study.

ARITHMETIC AND SCIENCE IN THE KINDERGARTEN AND
PRIMARY GRADES

2 hours per week.

Credited as Education 301-3. Course description on page
59.

ARITHMETIC IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 302-3. Course description on page
61.

MODERN LANGUAGES

Mr. von Schwerdtner

Miss Lee

The Department of Modern Languages offers to junior college students courses suitable for transfer to liberal arts colleges.

FRENCH 101, 102—FRENCH ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

FRENCH 201, 202—INTERMEDIATE FRENCH

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student. Prerequisite: French 101 and 102 or equivalent.

GERMAN 101, 102—GERMAN ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

GERMAN 201, 202—INTERMEDIATE GERMAN

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student. Prerequisite: German 101 and 102 or equivalent.

SPANISH 101, 202—SPANISH ELEMENTS

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

SPANISH 201, 202—INTERMEDIATE SPANISH

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Prerequisite: Spanish 101 and 102 or equivalent.

MUSIC

Miss Weyforth

Miss MacDonald

Mr. Lewis

The music program aims to acquaint students with music, as consumers, through hearing it and reading about it; and as producers, through singing and playing. Through music students have opportunities for self-expression in a social medium. It will be their privilege as teachers to bring similar opportunities to children.

MUSIC 103—MUSIC APPRECIATION

3 hours per week. (Credit 3 hours.)

A survey course in music literature which aims to build a background for the understanding of music as a part of life today. The elements of music—rhythm, melody, and harmony—together with tone color and form; their significance in various compositions. Types of the world's music, including the following: folk songs of the nations with illustration of the influence of national folk idiom on composed music; art songs; the polyphonic style as it culminated in the works of Palestrina and Bach; the opera and the oratorio; the symphony; the symphonic poem. The voice and orchestral instruments as agents of expression.

MUSIC 203—MUSIC FUNDAMENTALS

3 hours per week. (Credit 3 hours.)

This course, required in addition to the course in Music Appreciation for all prospective teachers in the elementary

grades, will endeavor to develop further the background and musical skills necessary for such teaching. It includes the correct use of the singing voice, elementary eurhythmics, elementary theory (including major and minor modes), keys and meters used in simple songs, tonal and rhythmic notation, elementary song form, ear training and keyboard harmony as a basis for simple accompaniments.

Students will be grouped according to their stage of development.

MUSIC 310—MUSIC APPRECIATION—ADVANCED COURSE
3 hours per week. (Credit 3 hours.)

A further study of the world's music literature. A general survey of musical styles—classic, romantic, impressionistic, modern,—with illustration and discussion. Study of the music of these periods in relation to historical and social backgrounds and to literature and art. Includes guidance in the choice and presentation of music appropriate for study in the elementary school and the planning of units of work in appreciation.

MUSIC 311—ENSEMBLE SINGING, SIGHT SINGING, AND CONDUCTING
3 hours per week. (Credit 3 hours.)

Group instruction in voice and song interpretation. Ear training and sight reading of many unison and part songs. Individual and group performance. Conducting.

Students enrolled in this course are expected to participate in the Glee Club.

PRACTICUM IN MUSIC INSTRUCTION
(Credited as Education 302-6b.)
2 hours per week. (Credit 1 hour.)

Course description on page 62.

MUSIC IN THE JUNIOR HIGH SCHOOL
(Credited as Education 323.)
3 hours per week. (Credit 3 hours.)

A course designed to develop a sympathetic understanding of music as it functions in the junior high school. Participation in choral work appropriate to these grades, with discussion of junior high school vocal problems; problems in guidance in the field of instrumental music; music literature in correlation with social studies.

MUSIC IN THE ELEMENTARY SCHOOL—ADVANCED COURSE
(Credited as Education 430.)
3 hours per week. (Credit 3 hours.)

A survey and summary of the work in music in the elementary school. Examination of courses of study in use in the city and the counties and in important places outside the state. Evaluation of materials and procedures current in school music teaching. Consideration of all types of music activities in their relation to an integrated program. Creative work.

Students will have opportunity to participate in the planning and carrying out of musical projects in the Lida Lee Tall School.

PSYCHOLOGY

Mrs. Ablen

Miss Lightfoot

Miss Laurie

Mr. Moser

Society requires of teachers to whom it intrusts its children that they become able to exercise sympathetic understanding, wise guidance, and intelligent direction of the growing child to the end that he may become a well-adjusted personality and an asset to his community. Psychology claims as its peculiar responsibility the promotion of growth in the understanding, prediction, and control of human behavior.

PSYCHOLOGY 201—GENERAL PSYCHOLOGY

3 hours per week. (Credit 3 hours.)

The problems, methods, facts and principles of psychology which are useful in explaining human experience and behavior. The materials cut across the various fields of psychology in order to give a survey of the science of psychology as a whole. Among the topics treated are: scope and methods of psychology; general principles of psychological development; learning, remembering and thinking; motivation of behavior; perception; feeling and emotion; measurement of individual differences. Open to junior college students only.

PSYCHOLOGY 205—HUMAN GROWTH AND DEVELOPMENT

3 hours per week. (Credit 3 hours.)

Deals with the development, adjustment, capacities and training of the child from time of conception to puberty.

Emphasis is placed upon the relationships between the biological and social influences which modify the developmental pattern from individual to individual. Open to teachers college students only.

PSYCHOLOGY 206—PROBLEMS OF ADJUSTMENT

3 hours per week. (Credit 3 hours.)

Surveys the physiological, social, and cultural foundations of behavior and traces the rise of personality, or life organization, through the interaction of these variables. Normal variations in individual adjustment patterns arising from internal and external forces acting upon the individual will receive special attention.

PSYCHOLOGY 207—PSYCHOLOGY OF ADOLESCENCE

3 hours per week. (Credit 3 hours.)

Physical, emotional, intellectual development during adolescence; social development and heterosexuality; adolescent personality; problems of adjustment; juvenile delinquency; guidance of adolescents.

PSYCHOLOGY 420—MENTAL HEALTH

3 hours per week. (Credit 3 hours.)

Mental habits, attitudes and ideas which promote adjustment; consideration of deviations found in classrooms; responsibility of the teacher and his part in developing the mental health of his pupils.

SCIENCE

Mr. Cox

Mr. Forbes

Mr. Crook

Miss Odell

Mr. Desautels

Mr. J. Y. West

The curriculum in science helps students to understand their natural environment and the scientific phenomena which are part of their everyday lives.

The courses are designed not only to enrich the students' background but also to make them better able to select desirable experiences in natural science for pupils.

SCIENCE 101-102—BIOLOGICAL SCIENCE

4 hours per week for two semesters. (Credit 6 hours.)

Principles of Zoology, 3 hours; Principles of Botany, 3 hours.

This course is particularly concerned with the study of the methods by which biological knowledge is acquired and tested. The content includes a study of the general characteristics of living things, a survey of the animal and plant kingdoms according to evolutionary sequences; and a study of the life histories of representative animals and plants.

SCIENCE 104-105—BIOLOGICAL PRINCIPLES

6 hours per week for two semesters. (Credit 8 hours.)

This is a course in general biology with illustrative material taken from the fields of both plant and animal biology. The anatomy and physiology of a representative series of life forms are studied in evolutionary sequence. Life histories of certain organisms are studied in detail, and an attempt is made to explain their adaptations and habits in the light of relationships and environment. Common generalizations applicable to all living things are studied. Two hours of lectures and four of laboratory. Open to junior college students only.

SCIENCE 202-203—PHYSICAL SCIENCE

4 hours per week for two semesters. (Credit 6 hours.)

This course is designed to give a broad acquaintance with the various fields of the physical sciences. Its primary aim is to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to living. Its material is selected from the fields of astronomy, earth sciences, physics and chemistry. It cuts across the boundaries of these fields in order to bring out their relationships and to provide a background for the understanding and appreciation of the cooperative nature of the scientific advances of today.

SCIENCE 206-207—GENERAL CHEMISTRY

6 hours per week for two semesters. (Credit 8 hours.)

These courses constitute the first year of college chemistry. The content includes mainly a study of the principles and theories underlying modern chemistry. Laboratory and lecture periods are coordinated so as to develop these prin-

ciples through an experimental and problem approach. Additional content includes the detailed study of certain elements and compounds as they have bearing upon the development of general theory. Two one-hour lectures and two two-hour laboratory periods.

SCIENCE 420—ORNITHOLOGY
4 hours per week. (Credit 3 hours.)

A laboratory and field course in bird identification, structure, behavior, ecology, and general economic relationships. Emphasis is placed upon the birds of the Baltimore area. Migration and individual bird movements are studied at the U. S. Government approved Banding Station which has been established on the campus.

SCIENCE 421—GENERAL ENTOMOLOGY
4 hours per week. (Credit 3 hours.)

A laboratory and field course in the study of insects. Recognition of the more common orders, and a study of their structure, behavior, ecology, economic importance and control. Special attention is given to the needs of students in preparing teaching materials.

SCIENCE IN THE KINDERGARTEN AND PRIMARY GRADES
2 hours per week.

Credited as Education 301-3. Course description on page 59.

SCIENCE IN THE ELEMENTARY SCHOOL
2 hours per week.

Credited as Education 302-2. Course description on page 61.

SCIENCE IN THE JUNIOR HIGH SCHOOL
2 hours per week.

Credited as Education 305-3. Course description on page 65.

SOCIAL SCIENCE

Geography, Economics, History, Political Science, Sociology.

Miss Blood	Mr. Walther
Miss Kahl	Mr. Willis
Mr. Matthews	Mr. Wilson
Mr. McCleary	Miss Woodward

The social sciences help the student to become aware of his place and responsibility as a citizen of a democracy, and as a member of the world community. In addition, they help the prospective teacher to gain an appreciation of the social process and of the development of the differentiated patterns of culture as they evolve in the varied natural settings of the earth. Survey and specialized courses are offered so that the student may gain an understanding of the contemporary scene that is both broad and deep.

Twenty-four semester hours of credit in the social sciences are required of teachers college students. Of these credits, eighteen hours are prescribed, and six hours are elective. One of the elective courses must be selected from the following group.

Social Science 320—History and Geography of Maryland (open to juniors and seniors)	3 hours
Sociology 401—Introduction to Sociology	3 hours
Economics 402—Introduction to Modern Economic Thought .	3 hours
Political Science 406—Government of the United States	3 hours
Political Science 407—Comparative Government of Foreign Powers	3 hours

COURSES IN GEOGRAPHY

GEOGRAPHY 103-104—ELEMENTS OF GEOGRAPHY
3 hours per week for two semesters. (Credit 6 hours.)

This course comprises a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. It aims to build an appreciation of the types of civilization which have developed in different environments, and of the ways in which the natural balance can be disturbed through the productive and explorative activities of mankind. A survey of the earth as a

whole and in its relation to other bodies in the solar system forms an integral part of the course. Diverse regions of the earth are studied with emphasis on the inter-relationships between plant, animal, and human life and the natural environment. Map reading and interpretation are stressed as tools of geographic thinking and expression.

GEOGRAPHY 310—REGIONAL GEOGRAPHY OF THE UNITED STATES

3 hours per week. (Credit 3 hours.)

The common social, economic and political interests of the major regions of the United States, as outlined by Odum, form the basis of this study. It describes and interprets the culture patterns of each region in relation to the natural settings in which they have developed.

GEOGRAPHY 311—REGIONAL GEOGRAPHY OF EUROPE

3 hours per week. (Credit 3 hours.)

Not offered in 1950-51.

SOCIAL SCIENCE 320—HISTORY AND GEOGRAPHY OF MARYLAND

3 hours per week. (Credit 3 hours.)

Political, social and economic development of the state and its relations to major events in the development of the nation. Natural resources; regional land use; industrial development, particularly in the Baltimore area. Field trips are taken to places of historical and geographical interest.

GEOGRAPHY 410—REGIONAL GEOGRAPHY OF THE FAR EAST

3 hours per week. (Credit 3 hours.)

A study of some of the human and economic resources and problems of Japan, China and India. Traditional land use, recent commercial agriculture, real and potential industrial development, political problems, and the relation of these regions to current world affairs.

GEOGRAPHY 411—ECONOMIC GEOGRAPHY

3 hours per week. (Credit 3 hours.)

The regional distribution of the world's resources, industries and population with emphasis upon problems of international trade. An analysis of the productive and extractive industries, manufacturing, and commerce in relation to the geographic environment and the cultural level of the people.

COURSES IN HISTORY

HISTORY 201-202—HISTORY OF WESTERN CIVILIZATION
3 hours per week for two semesters. (Credit 6 hours.)

Traces the development of European man as a social being, from the establishment of the Greek City to the present time. Consideration will be given Europe's debt to the ancient Oriental civilizations of Egypt, Crete, and Mesopotamia. Movements rather than events will be stressed, with particular emphasis upon social, economic, and political phases of Western life.

HISTORY 304—BRITAIN IN THE NINETEENTH CENTURY
3 hours per week. (Credit 3 hours.)

The British Empire in the period of its greatness. The struggle against France, the Industrial Revolution, the rise of the bourgeoisie to political control, the spread of empire, the symbolism of the Victorian era, and the evolution of democratic processes. Prerequisite: History 201-202.

HISTORY 310—EUROPE SINCE 1914
3 hours per week. (Credit 3 hours.)

Events leading to World War I, the course of the conflict, and the peace which followed. Special attention is given to the rise of conflicting political ideologies between wars; Germany's drive to control central Europe; the origins, strategies, and results of World War II. The material achievements of the modern age will be viewed in light of the evolving world. Prerequisite: History 201-202.

SOCIAL SCIENCE 320—HISTORY AND GEOGRAPHY OF MARYLAND

3 hours per week. (Credit 3 hours.)

Course description on page 83.

HISTORY 402-403—HISTORY OF THE UNITED STATES
3 hours per week for two semesters. (Credit 6 hours.)

A comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

HISTORY 411—THE UNITED STATES SINCE 1914

3 hours per week. (Credit 3 hours.)

A detailed study of the economic, social and political history of the United States since 1914 as it affects the present status and future development of the American people.

Prerequisite: History 402-403.

COURSES IN SOCIOLOGY, ECONOMICS AND POLITICAL SCIENCE

SOCIOLOGY 201 } INTRODUCTION TO

SOCIOLOGY 401 } SOCIOLOGY

(Sociology 201 organized on junior college level and for junior college students only)

3 hours per week. (Credit 3 hours.)

A study of the development of group life of man from prehistoric times to the present. Patterns of individual and group behavior, social interaction, the rise and diffusion of culture elements, custom and fashion, caste and social classes, patriarchal and matriarchal societies, folkways, family and tribal organization are considered. The study of selected social problems is also included.

ECONOMICS 202 } INTRODUCTION TO

ECONOMICS 402 } MODERN ECONOMIC THOUGHT

(Economics 202 organized on junior college level and for junior college students only)

3 hours per week. (Credit 3 hours.)

A brief survey of the principles, history and problems of economics with the purpose of giving a general understanding of the economic phases of national and international problems. Some attention is given to personal and consumer economics.

POLITICAL SCIENCE 406—GOVERNMENT OF THE UNITED STATES

3 hours per week. (Credit 3 hours.)

The principles, structure and functions of the government of the United States, and the problems involved in the extension of the scope of democratic government in our contemporary life. Emphasis is placed upon the nature and growth of our government as an instrument of democratic control.

POLITICAL SCIENCE 407—COMPARATIVE GOVERNMENT OF
FOREIGN POWERS

3 hours per week. (Credit 3 hours.)

A comparative survey of the constitutional and legal processes of England, France, Russia, Italy, Germany, China and Japan. At the end of the semester attention is given to the smaller social-democratic states of Europe.

COURSES IN EDUCATION

SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 302-1. Course description on page 60.

SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL

3 hours per week.

Credited as Education 305-4. Course description on page 65.

GRADUATES

BACHELOR OF SCIENCE DEGREES — JUNE 14, 1949

Margaret Ann Anthony	Carroll County
Mattie Jarman Anthony	Queen Anne's County
Norma Edna Appel	Baltimore City
Francis Baker Barnette	Baltimore County
John Andrew Baummer	Baltimore County
Bertha Beiner	Baltimore City
Dorothy Ann Bladen	Montgomery County
Gwendolyn Idalia Blizzard	Baltimore County
Norma Helen Brooks	Anne Arundel County
Kathryn Lee Burggraf	Washington County
Martha Lucille Burroughs	St. Mary's County
Virginia Lorraine Cacace	Baltimore City
Ann Callan	Baltimore City
Bina Minnie Carbaugh	Carroll County
Edythe Louise Carroll	Talbot County
Betty Jane Christle	Baltimore City
Ann Harris Clotworthy	Baltimore County
Bettie Jane Costlow	Baltimore County
Jane Dove Downing	Baltimore County
Charles Frederick Eckes	Baltimore County
Lilly Feldman	Baltimore City
Kathleen Ann Fitzgerald	Baltimore County
Meriam Becker Flam	Baltimore City
Lillie Offutt Freund	Baltimore County
Mary Virginia Ganzhorn	Baltimore City
Marguerite Louise Garriques	Baltimore City
Nancy Lee Gilpen	Baltimore City
Carolyn Shirley Grimes	Baltimore County
Helen May Hanson	Baltimore City
John Harrison Hilker	Baltimore City
Caroline Holbrook Hill	Anne Arundel County
Frieda Holzweig	Baltimore City

Mary Louise Hutchins	Anne Arundel County
Jeanne Marie Hyatt	Baltimore City
Caroline Elizabeth Kennedy	Montclair, N. J.
Peggy Ruth Kennedy	Baltimore City
Phyllis Rae Keseling	Baltimore City
Jeanne Rosamond Kniesche	Waterbury, Conn.
Elizabeth James Leanos	Anne Arundel County
Mildred Levy	Baltimore City
Helen Virginia McDonald	Baltimore County
Elsye Roberta Merritt	Baltimore County
Dorothy Caroline Myers	Carroll County
Jean Carolyn Nelson	Baltimore City
Averil Elaine Noland	Baltimore County
Ina Pearl Peck	Washington County
Carolyn Mary Pirrone	Baltimore City
Elizabeth Ellen Roberts	Baltimore City
Catherine Hedges Roderuck	Frederick County
Mary Moselle Rosencrantz	Frederick County
Jean Adele Routzahn	Frederick County
Irene Berger Rubenstein	Tampa, Florida
Marlyn Ella Schlee	Baltimore County
Jean Katherine Sharp	Harford County
Joan Ebba Gretchen Sorensen	Baltimore City
Mary Virginia Spalding	St. Mary's County
Myrtle Louise Standiford	Baltimore County
Margaret Louise Stauffer	Frederick County
Sylvia May Steigleman	Baltimore County
Ruth Kathryn Stroh	Baltimore County
Evelyn Etna Sylvester	Baltimore City
Mary Lou Wallace	Frederick County
Helen Smith Wasielewski	Baltimore County
Lyell Earl Wellemeyer, Jr.	Baltimore City
Margaret Worley	Baltimore City
Merle Lurena Younker	Washington County

JUNIOR COLLEGE

ASSOCIATE IN ARTS DEGREES — JUNE 14, 1949

Cornelius Andrew Bailey	Baltimore County
Paul Vincent Barrans	Baltimore County
William Francis Bettien	Baltimore City
Ervan Rudolph Bueneman	Baltimore City
Newton Ellsworth Bunce, Jr.	Baltimore City
James Wallace Butler	Baltimore County
Bernard Ross Cameron, Jr.	Baltimore City
Stanley James Coroneos	Baltimore City
Ervin John Dietrich	Baltimore City
Barbara Ann Dreyer	Baltimore City
William Maloy Edgett	Baltimore City
Alfred Martin Fort	Baltimore County
Joseph William Foster	Harford County
Howard Marion Gamse	Baltimore City
James Otto Hentschel	Baltimore City
James Vernon Hottes, Jr.	Baltimore County
Shirley Ann Jones	Baltimore City
Joseph Edward Kashen	Baltimore City
Frank Morris Kaufmann	Baltimore County
Jeanne Rogers Krauk	Baltimore City
Walter Litvinuck	Baltimore City
Robert Charles Lowe	Baltimore City
Charles Robert Nelson	Baltimore City
Jacob Frederick Panetti, III	Anne Arundel County
Homer Ray Sparks	Baltimore City
Paula Littleton Taylor	Baltimore City
Malcolm Graham Vinzant, Jr.	Baltimore County
Aubrey Wallenstein	Baltimore City
Elizabeth Walsh	Baltimore City
Herbert Henry Westphal, Jr.	Baltimore City
Henry David Williams	Baltimore City

SENIOR CLASS OFFICERS OF 1949

President	Virginia Spalding	Secretary	Bina Carbaugh
Vice-President ..	Virginia Cacace	Treasurer	Martha Burroughs

MEMBERS OF THE GRADUATING CLASS
ELECTED TO KAPPA DELTA PI

Bertha Beiner	Helen Hanson
Jane Downing	John Hilker
Charles Eckes	Joan Sorenson
Mary V. Ganzhorn	Margaret Stauffer
Marguerite Garriques	Ruth Stroh
Earl Wellemeyer	

NUMBER OF GRADUATES, JUNE 1949 - - - 66
TOTAL NUMBER OF GRADUATES SINCE 1866 - - - 7,541

ALUMNI ASSOCIATION
of the
STATE TEACHERS COLLEGE
TOWSON, MARYLAND
OFFICERS AND EXECUTIVE BOARD
1949-1950

President

Joshua R. Wheeler 2907 Dunbrin Road, Dundalk-22

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Second Vice-President

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Assistant Treasurer

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213 Hopkins Road, Baltimore-12

John Horst, Jr. 2804 Arlington Avenue, Baltimore-13

Earle T. Hawkins State Teachers College, Towson-4

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E STATE TEACHERS COLLEGE

**SPECIAL
SUMMER
PROGRAM
FOR
ELEMENTARY
TEACHERS**

OWSON, MD. 195

THE STATE TEACHERS COLLEGE
TOWSON, MARYLAND

SPECIAL SUMMER PROGRAM
FOR ELEMENTARY TEACHERS

THIRD SESSION
1951

STATE TEACHERS COLLEGE
TOWSON 4, MARYLAND

CALENDAR FOR SUMMER 1951

- Sunday, June 24 - Dormitory open for resident students
Registration for rooms 4-7 P.M.
Newell Hall Business Office
- Monday, June 25 - All students report for registration for
college courses and payment of fees 8:30 A.M.
Administration Building
- Tuesday, June 26 - Instruction begins
- Wednesday, July 4 - College classes in session
- Friday, August 3 - Session ends

ADMINISTRATIVE OFFICERS OF THE SUMMER SESSION

- Earle T. Hawkins, Ph.D, LL.D President
- Lucy Scott, Ph.D. Director of Summer Session
- Rebecca C. Tansil, Ph.D. Director of Admissions
- Grant C. Vietsch, A.B. Registrar
- Karl J. Moser, M.A. Business Manager
- Josephine Wagemann Supervisor of Resident Halls
- Dorothy W. Reeder, M.A. Librarian
- Elsie Pancoast Wasson, M.S. Dietitian

GENERAL INFORMATION

Purpose

To provide for college graduates who have not had special courses in elementary education a six weeks' program designed to give them as much as possible of the background, understanding, and techniques appropriate to elementary school teaching. This is not a "summer school" in the regular sense of the word. It will offer one program only and will be for the one purpose stated above.

Features of the Program

Several classrooms of elementary school children in the laboratory school on the campus for observation.

Courses taught by experienced teachers from the college faculty and from supervisory staffs of the public schools.

Opportunities for individual work, observation, and classroom participation.

Admission Requirements

Graduation in the upper four-fifths of the class from an approved four-year college.

Certification from a Maryland superintendent of schools that the applicant will be employed in his county (or city) in September 1951.

Applications should be filed with the superintendent of schools not later than May 15. Candidates for positions in county schools may obtain application blanks from the county superintendent or from the Director of Admissions of the College. Candidates for positions in Baltimore City will secure application blanks from the Director of Personnel, Department of Education, Three East Twenty-fifth Street, Baltimore 18, Maryland.

Requirements for Certification of Baltimore City Teachers

Candidates for Baltimore City elementary schools will file transcripts of college work with the Director of Personnel, Baltimore City Department of Education. Each student's previous college record will be evaluated for credits for certification and the program to meet certification requirements will be determined.

Requirements for State Certification of Elementary Teachers

A minimum of 30 hours of work in education will be required of candidates who have the Bachelor's degree and wish to qualify fully for teaching in the elementary schools of the State.

Each student's previous college record will be checked against the requirements, and due credit will be allowed for courses, or their equivalent, previously taken. Credits will be evaluated by Miss Merle S. Bateman, Director of Certification and Accreditation, Maryland State Department of Education, 2 West Redwood Street, Baltimore 1, Maryland.

A series of three summer sessions has been planned so that students coming directly from college with little or no credit in elementary education may complete full certification requirements prior to the beginning of their third year of teaching (the year when they would be placed on full tenure).

It will be the policy to continue operating summer sessions of six weeks during each of which a maximum of 8 hours credit may be received, or a total of 24 hours for the three summers.

If candidates have no previous college work in education, it will be necessary for them to obtain 6 hours additional work beyond the three summer sessions. If previous work in education has been taken in college, it may be possible that the requirements can be completed in three summers or less.

Courses taken during the year should be approved both by the appropriate local school authorities and by Miss Bateman.

For students who plan to begin full-time teaching immediately following their first summer program, the usual preliminary experiences of student teaching will not be required. It is understood that successful experience in the field will be a vital part of the requirements of certification. No college credit will be given for the teaching experience, but assurance of competency must be presented before certification is given.

Student Load

The normal student load is eight semester hours of credit for the session. Students in the second or third year may register for six credit hours, but no student may carry a program in excess of eight hours.

Expenses

Registration and tuition--\$35 for the six weeks.

The charge for living will be a flat rate of \$10 a week which will include room for the entire week and two meals a day (breakfast and dinner) Monday through Friday. Luncheon may be purchased in the cafeteria. Meals will not be served on the week-ends. Students may, of course, occupy their rooms over the week-end and take meals outside. Small fees for use of service rooms and mailbox will be charged resident students.

In addition to the above expenses, there will be only those for books and incidental expenses.

Fees are due on registration day, June 25. By special arrangements board may be paid in two installments. Failure to complete registration on June 25, will mean a late fee of \$2.00.

Day Students

Registration and
Tuition \$35.00

Boarding Student

Registration and Tuition \$35.00
Board and Room 60.00
Other Resident Fees 2.50

Total \$97.50

Refunds on Withdrawal

A day student who withdraws on or before June 29, is entitled to a refund of \$30. After one week, or before July 6, \$15 will be refunded. After July 6, no refund of tuition will be made.

A boarding student who withdraws receives refunds for tuition in accordance with the regulations for day students. A student who withdraws from the dormitory will be charged for one week in excess of his residence in the college.

Room Reservation

Application blanks for room reservations and further information about dormitory living, may be secured from Mrs. Kathaleen S. Hart, Newell Hall.

COURSES OF INSTRUCTION

FIRST YEAR

EDUCATION 501-504 INTEGRATED PROGRAM IN ELEMENTARY EDUCATION (Credit 8 hours)

This is an introductory course in elementary education designed to give students an overview of the elementary school curriculum with emphasis upon the language arts, social living, and related activities in other areas; to acquaint students with classroom routines and procedures; and to help teachers understand elementary school children. Daily periods in the laboratory school provide opportunities for observing experienced teachers working and planning with groups of children at different grade levels. One instructor will be responsible for directing the program of a group of students. Specialists will discuss and demonstrate activities, materials, and procedures in music, art, and physical education.

SECOND YEAR

EDUCATION 521 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (Credit 3 hours)

This course includes a study of the language needs and abilities of children in the elementary school. Experiences which develop children's abilities to use language more effectively in reading, writing, speaking, and listening are evaluated in the light of scientific findings and modern practice. Emphasis is placed upon reading instruction. Opportunities are provided for observing children's reading, and oral and written expression.

EDUCATION 523 ARITHMETIC IN THE ELEMENTARY SCHOOL (Credit 2 hours)

In this course a study is made of the kinds of arithmetic; the nature of meaning in arithmetic; core mathematical ideas running through elementary mathematics; research findings in the teaching of arithmetic; organization of units of instruction; evaluating of pupil progress.

EDUCATION 524 SCIENCE IN THE ELEMENTARY SCHOOL
(Credit 3 hours)

This course is directed toward helping students realize the significance of science for the elementary school child and what it can contribute toward his development. Criteria for the selection of science experiences, the construction of curricula, and the evaluation of results will be emphasized. Each student is required to plan, obtain materials (low or no cost, preferably), and construct a simple teaching device of his own choice.

Students who have credit for one or more of the above courses may select courses from the third year program.

THIRD YEAR

EDUCATION 532 EDUCATION PSYCHOLOGY
(Credit 3 hours)

This course is particularly concerned with the scientific principles of child development and behavior. The content includes a study of the processes of human growth, development, learning, and behavior with implications for planning group experiences and activities and meeting the needs of individual children.

EDUCATION 533 PURPOSES AND PRACTICES IN THE ELEMENTARY SCHOOL
(Credit 3 hours)

The content includes a study of the purposes of the elementary school program, the areas of growth for which the school is responsible, and modern practices for realizing the goals of the educational program.

EDUCATION 534 ART IN THE ELEMENTARY SCHOOL
(Credit 2 hours)

This course is designed for teachers in elementary grades in order to give them contact and experiences with art media and to help them in selecting, organizing, teaching, guiding, and evaluating individual and group art activities.

EDUCATION 537 MUSIC IN THE ELEMENTARY SCHOOL
(Credit 2 hours)

This course is designed to study a music education program which will meet the needs, capabilities, and responses of children in the elementary school, as an integral part of the general education program. Five major types of activities will be considered--singing, playing, bodily movement (rhythmics), listening, and creating. Special attention will be given to recent materials and procedures, appropriate for classroom use. Students will have an opportunity for observation work.

EDUCATION 538 ART IN THE ELEMENTARY SCHOOL
(credit 3 hours)

EDUCATION 539 MUSIC IN THE ELEMENTARY SCHOOL
(credit 3 hours)

STATE TEACHERS COLLEGE

Towson, Maryland



CATALOGUE 1951 - 1952



AIRPLANE VIEW OF THE STATE TEACHERS COLLEGE AT TOWSON



ADMINISTRATION BUILDING

STATE TEACHERS COLLEGE

TOWSON, MARYLAND



CATALOGUE 1951-1952

Eighty-Sixth Year Begins September, 1951

CALENDAR FOR 1951-1952

First Semester

Monday, September 10	Dormitories open for freshman resident students and resident student teachers after 3:00 p.m.
Tuesday, September 11	Orientation program for freshmen and new students beginning at 9:00 a.m. and continuing throughout the week.
Friday, September 14	Registration of all students other than freshmen. Dormitories open for resident students after 9:00 a.m.
Monday, September 17	Classes begin.
Wednesday, November 14	Midsemester.
Wednesday, November 21	College closes for Thanksgiving recess.
Monday, November 26	Classes resumed.
Wednesday, December 19	College closes for Christmas recess.
Thursday, January 3	Classes resumed.
Friday, January 25	First semester ends.

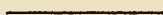
Second Semester

Wednesday, January 30	All students register.
Thursday, January 31	Classes resumed.

Tuesday, April 8	Midsemester.
Wednesday, April 9	College closes for Easter recess.
Tuesday, April 15	Classes resumed.
Friday, June 13	Second semester ends.

Commencement Events

Saturday, June 14	Alumni Day and Dinner.
Sunday, June 15	Baccalaureate Sermon.
Tuesday, June 17	Commencement.



Lida Lee Tall School

Tuesday, September 11	School opens.
Friday, June 13	School closes.

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STATE BOARD OF EDUCATION AND TRUSTEES
of the
STATE TEACHERS COLLEGE
TOWSON, MARYLAND

TASKER G. LOWNDES, Cumberland, *President*

NICHOLAS OREM, Hyattsville, *Vice President*

WENDELL D. ALLEN, Baltimore

RICHARD W. CASE, Baltimore

JEROME FRAMPTON, JR., Federalsburg

MRS. ALVIN THALHEIMER, Baltimore

MRS. E. CURTIS WALKER, Chevy Chase

THOMAS G. PULLEN, JR., Catonsville

State Superintendent and Secretary of the Board

ADMINISTRATIVE OFFICERS

EARLE T. HAWKINS, Ph.D., LL.D.	<i>President</i>
ANITA S. DOWELL, Ph.D.	<i>Dean of the College</i>
G. FRANKLIN STOVER, Ed.D.	<i>Dean of Instruction</i>
REBECCA C. TANSIL, Ph.D.	<i>Director of Admissions</i>
GRANT C. VIETSCH, A.B.	<i>Registrar</i>
KARL J. MOSER, M.A.	<i>Business Manager</i>
IRENE M. STEELE, M.A.	<i>Principal, Lida Lee Tall School</i>
SARA REBECCA LEE, M.A.	<i>Director of Student Activities</i>
MARY S. BULKLEY, M.D.	<i>College Physician</i>
DOROTHY W. REEDER, M.A.	<i>Librarian</i>
ELSIE PANCOAST WASSON, M.S.	<i>Dietitian</i>
MAURICE W. RICHARDSON	<i>Chief Engineer</i>
AUDLEY R. BUTLER	<i>Superintendent of Grounds</i>
FRANK D. GANT	<i>Maintenance Supervisor</i>

FACULTY

1950-1951

- EARLE T. HAWKINS *President*
 A.B., Western Maryland College; M.A., Teachers College,
 Columbia University; Ph.D., Yale University;
 LL.D., Western Maryland College
- ANITA S. DOWELL *Dean of the College*
Health Education
 A.B., Goucher College; M.A., Teachers College, Columbia
 University; Ph.D., Johns Hopkins University
- G. FRANKLIN STOVER *Dean of Instruction*
 A.B., Susquehanna University; M.S., Pennsylvania State
 College; Ed.D., Teachers College, Columbia University
- BEATRICE ABLEN .. *Acting Director of Student Teaching*
Kindergarten, Primary Grades
 B.A., Omaha University; M.A., Northwestern University;
 graduate study, New York University
- MARIE BALDRIDGE *Psychology, Education*
 B.S., Kansas State Teachers College; M.A., University of
 Chicago; graduate study, New York University
- RALPH G. BEELKE *Art*
 Ed.B., University of Buffalo; M.A., Teachers College,
 Columbia University
- PEARLE BLOOD *Geography*
 B.S., Teachers College, Columbia University; M.A., Columbia
 University; graduate study, University of Chicago
- ARTHUR W. BREWINGTON *English*
 A.B., Asbury College; M.A., Cornell University;
 Ph.D., George Peabody College for Teachers
- BERNICE A. BROUWER *Art*
 A.B., Western Michigan College of Education;
 M.A., Teachers College, Columbia University
- MARY S. BULKLEY .. *Resident Physician, Health Education*
 B.S., Nebraska Wesleyan University; M.D., University of Nebraska
- FRANCES M. CLARKE *Education*
 A.B., Barnard College; A.M., Ph.D., Columbia University

- LOUIS T. COX, JR. *Science*
 B.S., State Teachers College at Towson; M.A., Teachers College,
 Columbia University; graduate study, University of Maryland
- EUNICE K. CRABTREE *English*
 A.B., M.A., George Washington University;
 Ed.D., Johns Hopkins University
- COMPTON N. CROOK *Science*
 B.S., M.A., George Peabody College for Teachers; graduate study,
 George Peabody College for Teachers
- ELNA J. DANIELS *Physical Education*
 A.B., Barnard College; M.A., Teachers College, Columbia University;
 graduate study, Teachers College, Columbia University
- PAUL E. DESAUTELS *Science*
 B.S., M.S., University of Pennsylvania
- FAY FISHER *English*
 A.B., James Millikin University; A.M., University of Illinois;
 Ph.D., Columbia University
- WILLIAM C. FORBES *Science*
 A.B., M.A., Kent State University; M.A., Ed.D.,
 Teachers College, Columbia University
- VIRGINIA G. GERDES *Assistant Director of*
Student Activities, English
 A.B., Rosemont College; M.A., Teachers College, Columbia
 University; graduate study, Pennsylvania State College
- NICHOLAS GERIAK *Music*
 B.S., M.A., Teachers College, Columbia University
- W. FRANK GUESS *English*
 A.B., Presbyterian College; M.A., University of North Carolina
- WILLIAM H. HARTLEY *Director of Student Teaching*
Junior High School
 B.S., Springfield College; M.S., Ed.D., Teachers College,
 Columbia University
- WILFRED B. HATHAWAY *Science*
 B.S., Massachusetts State College; M.S., University of
 Massachusetts; Ph.D., Cornell University
- GENEVIEVE HEAGNEY *Education*
 B.S., Syracuse University; M.A., Cornell University; graduate
 study, Teachers College, Columbia University

- NINA HUGHES *English*
A.B., Florida State College for Women; M.A., Catholic
University of America; graduate study, Johns Hopkins
University, University of Denver
- MARY CATHERINE KAHL *History*
A.B., M.A., University of Maryland; graduate study,
University of Wisconsin
- EARL W. KILLIAN *Physical Education*
B.S., University of Alabama; M.A., Teachers College, Columbia
University; graduate study, New York University
- OLIVER H. LAINE *Geography*
B.Ed., State Teachers College, Duluth; M.A., Clark University;
graduate study, Clark University
- ANNIE LAURIE *Education*
B.S., New York University; M.A., Teachers College, Columbia
University; graduate study, Teachers College, Columbia University
- SARA REBECCA LEE *Director of Student Activities*
Modern Language
A.B., Geneva College; M.A., Syracuse University; graduate study,
Syracuse University, New York University
- HAZEL E. MACDONALD *Music*
B.S., M.A., Teachers College, Columbia University
- JOHN W. MCCLEARY *History*
A.B., Johns Hopkins University; M.A., University of Wisconsin;
Ph.D., Johns Hopkins University
- JOHN CARTER MATTHEWS *History*
A.B., Davidson College; M.A., Ph.D., University of Virginia
- DONALD I. MINNEGAN *Physical Education,*
Director of Athletics
B. Phys. Ed., Springfield College; M.A., New York University;
Ed.D., George Washington University
- JOHN B. MITCHELL *Art*
B.S., M.A., Teachers College, Columbia University; graduate study,
Teachers College, Columbia University
- HAROLD E. MOSER *Director of Teaching Services,*
Psychology
B.S., Johns Hopkins University; M.A., Teachers College,
Columbia University; Ph.D., Duke University

- *EDWARD NEULANDER *Psychology, Education*
B.S., City College of New York; M.S., Cornell University;
Ed.D., Cornell University
- LOIS D. ODELL *Science*
A.B., New York State College for Teachers; M.A., Cornell
University; graduate study, Cornell University
- HAROLD C. PAUL *English*
A.B., Colby College; graduate study, Fordham University
- DOROTHY W. REEDER *Librarian*
A.B., Susquehanna University; B.S. in Library Science,
Drexel Institute of Technology; M.A. in Library
Science, University of Michigan
- *RUSSELL B. RICE *Mathematics*
A.B., Gettysburg College; M.A., University of Maryland
- MARY E. ROACH *Physical Education*
B.S., New York University; M.A., Teachers College,
Columbia University
- JEAN F. SARGENT *Health, Physical Education*
B.S., M.S., University of Pennsylvania
- LUCY SCOTT *Director of Student Teaching*
Elementary Grades
B.A., Trinity University; M.A., Teachers College, Columbia
University; Ph.D., State University of Iowa
- THELMA R. SHERMAN *English*
B.A., Cotner College; M.A., University of Denver; graduate study,
Colorado State College of Education, New York University,
University of Missouri
- REBECCA C. TANSIL *Director of Admissions*
A.B., University of Tennessee; M.A., George Peabody
College for Teachers; Ph.D., Columbia University
- ZENITH HURST VELIE *Kindergarten Education*
B. Mus., Palmer College; B.S., Teachers College, Columbia University;
M. Ed., University of Maryland; graduate study, Johns Hopkins
University, Northwestern University, Syracuse University
- ERNEST O. VON SCHWERDTNER *Modern Languages*
A.B., St. John's College; graduate study, Johns Hopkins
University

*Part-time instructor

E. CURT WALTHER *Geography, Social Science*
A.B., University of Cincinnati; M.A., Teachers College, Columbia
University; Ed.D., Johns Hopkins University

J. FREDERICK WEAVER *Mathematics*
B.S., M.S., Bucknell University; graduate study, Duke
University, Johns Hopkins University

JOE YOUNG WEST *Science*
B.S., M.A., George Peabody College for Teachers;
Ph.D., Columbia University

PAUL M. WEST *English*
B.S., Delta Teachers College; M.A., George Peabody College for
Teachers; graduate study, Johns Hopkins University

EMMA E. WEYFORTH *Music*
A.B., Goucher College; M.A., Teachers College, Columbia
University; graduate study, Teachers College,
Columbia University

EARL T. WILLIS *Social Science*
A.B., Washington College; M.A., Teachers College, Columbia
University; Ed.D., George Washington University

HAZEL E. WOODWARD *Education, History*
A.B., University of Minnesota; M.A., Teachers College,
Columbia University; graduate study, Teachers College,
Columbia University

PHINEAS P. WRIGHT *English*
A.B., University of Michigan; M.A., University of Virginia;
graduate study, University of Virginia

LIDA LEE TALL SCHOOL

1950-1951

IRENE M. STEELE *Principal*
B.S., M.A., Teachers College, Columbia University; graduate
study, University of Chicago, Columbia University

ZENITH HURST VELIE *Kindergarten*
B. Mus., Palmer College; B.S., Teachers College, Columbia
University; M. Ed., University of Maryland; graduate study,
Johns Hopkins University, Northwestern University,
Syracuse University

- AGNES E. CARLTON *First Grade*
A.B., Salem College; M.A., Teachers College, Columbia
University; graduate study, Johns Hopkins University
- LENORA C. BRENNAN *Second Grade*
B.S., Western Michigan College of Education;
M.A., Teachers College, Columbia University
- MARY A. GROGAN *Second Grade*
B.S., M.A., Teachers College, Columbia University;
graduate study, Harvard University
- E. HEIGHE HILL *Third Grade*
B.S., Johns Hopkins University; M.A., Teachers College,
Columbia University
- C. GLADYS HUGHES *Fourth Grade*
A.B., Women's College, University of North Carolina; M.A.,
George Peabody College for Teachers; graduate study,
New York University, Johns Hopkins University
- MARGUERITE C. DOUGHERTY *Fifth Grade*
B.S., M.A., Teachers College, Columbia University; graduate
study, University of Berlin, Johns Hopkins University
- MARGUERITE S. SEAMAN *Sixth Grade*
B.S., Johns Hopkins University; A.M., University of Chicago
- HILDA KESTNER *Sixth Grade*
B.S., M.A., Teachers College, Columbia University;
graduate study, University of Maryland
- A. ISABEL WILNER *Librarian*
B.A., William Smith College; B.S. in Library Science,
Carnegie Institute of Technology

STUDENT TEACHING CENTERS

1950-1951

Baltimore City—Elementary Schools

- SELMA BLUMBERG *First Grade, School No. 44*
B.S., Johns Hopkins University; graduate study, Johns Hopkins
University, Cornell University
- CHARLOTTE HURTT *First Grade, School No. 44*
B.S., State Teachers College at Towson; graduate study,
University of Vienna, University of Maryland

- NAOMI WEBSTER *First Grade, School No. 44*
Diploma, Maryland State Normal School
- KATHRYN M. WINTERS *First Grade, School No. 44*
B.S., University of Maryland
- ROSENA CAPELLETTI *First and Second Grades,*
School No. 44
B.S., University of Maryland
- DOROTHY BESSEL *Second Grade, School No. 44*
B.S., Johns Hopkins University
- ELSIE ECKER *Second Grade, School No. 59*
B.S., University of Maryland; graduate study,
University of Maryland
- DORIS HAMMOND *Second Grade, School No. 44*
B.S., State Teachers College at Towson
- MARY GORDON McLAIN .. *Second Grade, School No. 44*
B.S., State Teachers College at Towson; graduate study,
Loyola College, Johns Hopkins University
- AGNES SAMEK *Third Grade, School No. 44*
B.S., State Teachers College at Towson;
M. Ed., University of Maryland
- B. OLGA TIMMONS *Third Grade, School No. 236*
Diploma, Maryland State Normal School; study,
Johns Hopkins University
- POLLY WRIGHT YOUNG ... *Third Grade, School No. 44*
B.S., M. Ed., Johns Hopkins University; graduate study,
Johns Hopkins University
- M. MARIE ALBERT *Fourth Grade, School No. 213*
Diploma, Baltimore Teachers Training School; study, Johns
Hopkins University, Northwestern University, Grinnell College
- MADELYN LANGENFELDER .. *Fourth Grade, School No. 44*
Diploma, Maryland State Normal School; study,
Johns Hopkins University
- EDITH SCHELL *Fourth Grade, School No. 47*
B.S., State Teachers College at Towson

- ANNE WILLIAMS *Fourth Grade, School No. 236*
 B.S., State Teachers College at Towson; M.A., University of
 Maryland; graduate study, Johns Hopkins University,
 University of Maryland
- RUTH KIRKWOOD *Fifth Grade, School No. 232*
 B.S., State Teachers College at Towson
- MARIE SCHMUCK *Fifth Grade, School No. 44*
 B.S., Johns Hopkins University; graduate study,
 Johns Hopkins University
- JOSEPHINE TORO *Fifth Grade, School No. 55*
 B.S., Johns Hopkins University
- CHARLOTTE M. WAGNER . . . *Fifth Grade, School No. 44*
 B.S., Johns Hopkins University; graduate study,
 Johns Hopkins University
- EILEEN McHALE COLLIER . . *Sixth Grade, School No. 74*
 B.S., University of Maryland
- N. NEUBERT JAFFA *Sixth Grade, School No. 44*
 B.S., University of Maryland; graduate study,
 Johns Hopkins University
- BARBARA W. LONG *Sixth Grade, School No. 50*
 B.S., State Teachers College at Towson; graduate study,
 University of Maryland

Baltimore County—Elementary Schools

- NANCY T. DOLAN *First Grade, Loch Raven School*
 B.S., State Teachers College at Towson
- MARY IRENE SCALLY *First Grade*
Towson Elementary School
 B.S., University of Maryland
- ANNA POWELL *Second Grade, Stoneleigh School*
 B.S., State Teachers College at Glassboro
- FRIEDA G. SCHAEFFER . . *Second Grade, Loch Raven School*
 Diploma, State Teachers College at Towson; study,
 University of Maryland
- ELIZABETH M. YODER . . *Third Grade, Loch Raven School*
 Diploma, Maryland State Normal School; study,
 University of Maryland

- GENEVIEVE HAILE *Fourth Grade, Loch Raven School*
B.S., State Teachers College at Towson
- ALNETIA EWING *Fifth Grade, Loch Raven School*
B.S., University of Maryland
- MAY ROBINSON *Fifth Grade, Stoneleigh School*
B.S., Johns Hopkins University
- RUBY A. DAHLGREN . . . *Sixth Grade, Loch Raven School*
B.S., University of Maryland; M.A., Teachers College, Columbia
University; graduate study, Teachers College, Columbia University

Baltimore City—Junior High Schools

- SIDNEY BLUM *Science, Hamilton Junior High School*
B.S., State Teachers College at Towson
- GLADYS G. HEFFNER *Core Program, School No. 233*
B.A., Maryland College for Women; graduate study, University
of North Carolina, Johns Hopkins University
- EVA C. MATTHAI *Geography, Clifton Park*
Junior High School
Diploma, Baltimore Training School for Teachers
- ALMA F. SPENCER *Geography, Hygiene; Garrison*
Junior High School
Diploma, Baltimore Training School for Teachers
- FLORA P. TURNER . . *Geography, Hygiene; School No. 49*
B.S., University of Maryland
- MARIE C. VINCI *History, Civics; Hamilton*
Junior High School
B.S., Johns Hopkins University; graduate study, Cornell
University, University of Maryland, Johns Hopkins University

Baltimore County—Junior High Schools

- EMMA TEIPE BASHORE *Core Program, Towson*
Junior High School
B.S., Johns Hopkins University

- ELIZABETH G. BRITTAIN *Core Program, Towson
Junior High School*
A.B., M.A., University of Kentucky; graduate study,
University of Kentucky
- PATRICIA CHATTERTON *Core Program, Towson
Junior High School*
A.B., Western Maryland College
- RAE R. COHEN *Core Program, Stemmers Run
Junior High School*
B.S., M. Ed., New York State College for Teachers;
graduate study, Johns Hopkins University
- ADELAIDE CROW *Core Program, Towson
Junior High School*
A.B., Western Maryland College
- RUTH A. COX *Core Program, Sparrows Point
Junior High School*
B.S., University of Maryland
- MARGUERITE C. S. DAVISON *Core Program, Towson
Junior High School*
Diploma, Maryland State Normal School; study,
Johns Hopkins University, University of Maryland
- JOSEPH B. HILLYARD *Core Program, Towson
Junior High School*
B.S., State Teachers College at Towson; M.A., Teachers College,
Columbia University; graduate study, Johns Hopkins
University, Columbia University
- STELLA HUTCHISON *Core Program, Catonsville
High School*
B.S., M.A., University of Maryland
- ELSIE AMOSS STREETT *Core Program, Kenwood
High School*
B.S., University of Maryland
- MARY THOMAS *Core Program, Catonsville
High School*
B.S., M. Ed., West Virginia University; graduate study,
University of Maryland, Duke University, Columbia
University, Northwestern University

LIBRARY STAFF

- DOROTHY W. REEDER *Librarian*
 A.B., Susquehanna University; B.S. in Library Science, Drexel
 Institute of Technology; M.A. in Library Science,
 University of Michigan
- FRANCES R. BRANDENBURG *Reference Librarian*
 B.A. in Library Science, College of William and Mary
- RUTH H. HAZARD *Cataloger*
 Library Certificate, Geneseo State Teachers College;
 B.S., New York University
- MARJORIE M. MOHLHENRICH *Faculty Reserves and
Circulation*
 B.A., Goucher College; M.A., Gallaudet College
- MERLE YODER *Circulation*
 Diploma in Library Science, Western Reserve University;
 B.S., University of Maryland

OTHER STAFF MEMBERS AND ASSISTANTS

Administration Building -

- ADDA L. GILBERT *Secretary to the President*
 ELIZABETH J. PRUDDEN *Stenographer, Office of Deans*
 H. EDNA HEESH *Stenographer-Secretary, Office
of Director of Admissions*
- AGNES T. DEBAUGH *Assistant Registrar*
 MARJORIE C. TRAINOR *Stenographer, Registrar's Office*
 MARGARET G. BARALL *Principal Account Clerk*
 FRANCES GILL *Stenographer, Accounting*
 JANE E. WILLIAMS *Senior Account Clerk*
 MARIAN R. SENNER *Junior Typist, Business Office*
 LELA B. MAGNESS .. *Stenographer, Office of Directors of Practice*
 MARGUERITE S. GERMAN *Stenographer, General Office*
 LEONA S. TWELE *Stenographer, General Office*
 RUTH S. DAVIS *Reception Clerk*

Lida Lee Tall School -

- WINIFRED N. BAKER *Stenographer, Principal's Office*

Newell Hall -

- JEAN D. TAIT, B.S. *Assistant Dietitian*
 LISLE H. FERGUSON, R.N. *Resident Nurse*
 M. KATHLEEN HART *Typist*
 SUE W. RICHARDSON *Book Shop, Manager*
 ROSE LEE GILBERT *Assistant in Book Shop*

THE COLLEGE

The State Teachers College at Towson is a four-year college, accredited by the American Association of Colleges for Teacher Education, the Middle States Association of Colleges and Secondary Schools and the Maryland State Board of Education. It is a member of the American Council on Education. The college is an integral part of the public educational system of the State of Maryland. It is governed by the State Board of Education and is supported almost entirely by legislative appropriations. No tuition is charged for the teacher-education program and students pay only such fees as are used in their own activities.

FOUNDING AND EARLY HISTORY

The Maryland Legislature of 1865 passed a law establishing the Maryland State Normal School which was opened on January 15, 1866. For many years it was the only institution devoted exclusively to the preparation of teachers for the public schools of Maryland.

The school had three different locations in Baltimore before its removal to Towson. The site best remembered is at Lafayette Square where the institution was housed from 1876 to 1915.

DEVELOPMENT OF CURRICULA

From its founding in 1866 the school offered a two-year course for the preparation of elementary school teachers of Maryland. In 1924 the closing of the Training School for Teachers in Baltimore left to the Maryland State Normal School the responsibility also for the education of all teachers for the elementary schools of Baltimore City.

In 1931 the course of study was increased to three years and in 1934 to four years. The legislature of 1935 authorized the college to grant the bachelor of science degree and to change its name to the State Teachers College at Towson.

Until 1946 the State Teachers College at Towson confined itself to the single purpose of educating teachers for the elementary schools. In that year a junior college was established to offer two years of college work on a transfer basis. In 1947 the college enlarged its program to include the preparation of teachers for the junior high school, and in 1949 the preparation of teachers for the kindergarten-primary grades.

PURPOSES AND OBJECTIVES

The college program demonstrates a firm belief in the value of a general and liberal education. It is based on the premise that the educated person must acquire competence as an individual, as a member of a democratic society, and as a successful member of his trade or profession. The curriculum provides offerings in the arts, sciences, social sciences, and humanities. The student activities, athletics, and the various aspects of dormitory and social life are organized to contribute to the development of informed and socially mature individuals.

The entire college program therefore is planned to graduate students who possess:

- Knowledge and appreciation of our cultural heritage.

- Increasing capacity for independent thinking.

- Sound personal philosophy and ideals.

- Appreciation of democratic values.

- Competence in democratic living.

- Sound physical and mental health.

- Wholesome recreational and leisure time interests.

In harmony with these aims the college provides:

- Functional courses in general education.

- Opportunity for electives in line with individual interests and abilities.

- Individual and group counseling.

- Health services.

Varied student activities.

Opportunity for responsibility in many phases of the college program.

THE TEACHERS COLLEGE

The teachers college admits promising and qualified high school graduates. Through a four-year program it gives these students the education, training, and professional outlook which will help them teach successfully in the elementary or junior high schools of the State and contribute to the civic, and social activities of their communities.

In addition to the opportunities mentioned under "Purposes and Objectives," the program offers to teachers college students:

A freshman orientation course to give the new student an over-all view of public education today and to assist him in selecting his field of major interest—kindergarten, elementary, or junior high school teaching.

Psychology and child-study courses to assist the student in understanding and working with children.

Functional professional courses in the art and science of teaching, including observation of typical school procedures.

A semester of student teaching in an elementary or junior high school classroom under the guidance of an experienced and competent teacher.

THE JUNIOR COLLEGE

The junior college, established in 1946, has a two-fold purpose:

First, to offer a two-year program of liberal arts education.

Second, to equip the student to complete successfully his third and fourth college years in the institution to which he may transfer.

The program is planned to enable the student to complete prerequisites for professional courses in senior colleges and

includes pre-law, pre-nursing, journalism, and other non-technical courses. Since the teachers college program at Towson prepares only for elementary or junior high school teaching, the student who wishes to teach in senior high school may take the junior college program at Towson and complete his education for senior high school teaching in a university or liberal arts college which prepares for such teaching.

The program is not designed for students in engineering or for students who wish only "terminal courses." It is designed to provide the first two years of college for students who expect to continue their education in another institution. The junior college student receives careful counseling in his selection of courses so that his transfer at the end of two years may be effected without difficulty.

STATUS OF TEACHING IN MARYLAND

There exists at present, and will likely exist for the next ten years, a grave shortage of teachers for the elementary schools of Maryland. Within the next decade the public schools of the State will have enrolled upwards of a hundred thousand *more* children than they had in 1948. The planned reduction in class size all over the state will improve teaching conditions but will also call for more teachers. Never has there been a time when graduates of the teachers colleges were more in demand.

Recent national studies show the gratifying fact that teachers' salaries in Maryland have been among the highest in the country. Maryland also has been a leader in establishing a single salary schedule — meaning that teachers in the public schools with a college degree receive the same salary regardless of whether they teach in the elementary, junior high school, or senior high school. It should be noted, too, that administrative and supervisory positions are generally filled by promoting experienced and able teachers who have shown the necessary qualities of leadership and personality and have prepared themselves for promotion through further study.

Maryland, too, has the single salary scale whereby salaries for elementary, junior high, and senior high school teachers are the same for the same amount of preparation.

CAMPUS AND BUILDINGS

In 1915 the college moved to its present site in the southern part of Towson, on the York Road, one of the main thoroughfares connecting Baltimore with northern communities. The eighty-eight acre campus is one of the most beautiful in this part of the country. It offers healthful outdoor recreation and opportunity for coordinating classroom instruction with field study.

The college is near enough to Baltimore for the students to share in the cultural advantages that the city offers. Various institutions such as The Johns Hopkins University, the Peabody Conservatory of Music, museums and libraries contribute to the intellectual and social interests of the area. The city affords opportunities to attend opera, concerts, and stage productions.

The *Administration Building* contains administrative offices, auditorium, classrooms, laboratories, conference rooms, and the library.

The *Lida Lee Tall School* is the laboratory school used for observation, demonstration, and the practice of teaching. It consists of a kindergarten and six elementary grades. The school was named for Lida Lee Tall, president of the college from 1920 to 1938, under whose administration the present building was erected. Early in its history it was called the Model School and later the Campus Elementary School. In addition to classrooms, the building includes offices, a cafeteria, a library and an assembly room. The school has played an important part in the program for teacher education since the year 1866.

The *Gymnasium* includes a large playing floor, spectators' balcony, offices, special rooms for individual physical education work, and shower, locker and dressing room facilities.

Newell Hall, named for McFadden Alexander Newell, the founder and first principal of the institution, is one of the two residence halls for women. In this hall are the offices of the social director, the dietitian, and the physician, and the dining room and the infirmary. Students' rooms on the first and second floors are arranged in suites of two rooms with bath. Each room accommodates two or three students. The third floor has the usual arrangement of rooms and group baths.

Richmond Hall, named for a former principal of the school, Sarah E. Richmond, adjoins Newell Hall. This dormitory is occupied by freshmen and some student members of the Freshman Advisory Council. Most of the rooms accommodate two students. There are a few single rooms and a sleeping porch with adjoining dressing and study rooms.

A new *Athletic Field*, completely tile-drained and surrounded by a quarter-mile cinder track, has been completed during the current year. It is being used for the first time for spring track and basketball and will be available for soccer in the fall of 1951.

Two *Men's Residence Halls* now under construction are expected to be ready for occupancy for the fall term of more than one hundred men. Each room is planned for two men and is equipped with built-in dresser, wardrobe, lavatory, and storage space. The buildings, located on the northern part of the campus, include suites for resident supervisors, laundry and service rooms, and recreation rooms with adjacent outdoor terrace.

Glen Esk, the President's home, is located on the northern part of the campus. The large house is surrounded by some rare trees planted years before the college acquired the Towson site.

Other *Residences* on the campus are occupied by the chief engineer, the superintendent of grounds, and the gardener. One of the other residences, the Cottage, is used by men students.

The *Service Building* includes the heating plant, engineers' offices, and the laundry. The top floor of this building, formerly used as a gymnasium, serves as a temporary men's dormitory pending the erection of the two new dormitories.

FACILITIES

The *Library* is located in the north wing of the Administration Building. It consists of approximately 36,000 books; bound and unbound periodicals; and a collection of teaching materials, including pamphlets, pictures, and textbooks. In addition there is a special collection of juvenile books for the use of classes studying children's literature.

On the main floor are two large reading rooms, the service desk, and the card catalogue. The teaching materials are located on the second floor, and the reference and periodical collections on the ground floor.

Parlors in the dormitories are used for playing games or entertaining. The large attractive parlor on the first floor of Richmond Hall is a center for social life on the campus.

The *Dining Room* in Newell Hall seats over five hundred persons. It is open to day students and faculty at lunch time.

The *Infirmery* in Newell Hall consists of the physician's and nurse's office, a diet kitchen and rooms for men and women students.

The college maintains a *Book Shop* and *Snack Bar* in Newell Hall.

The *Glen* containing ten acres of land is developed as a conservation and recreational area. It is registered as a bird sanctuary and is a United States bird banding station. Science classes use the Glen as a laboratory. The equipment of fire-places and shelter gives opportunity for many outdoor social activities.

EXPANSION PROGRAM

The State Department of Education estimates that the college should plan for an enrollment of upwards of fifteen hundred students and all building plans are made with that figure in mind. An appropriation of more than one million dollars by the 1949 Legislature has provided for a new athletic field (recently completed) two dormitory units (to be completed during 1951) and enlargement of dining hall and heating plant facilities. The addition to the dining hall will release space to be used as a student union, providing a center for the many non-resident students enrolled at the college.

Further buildings planned for erection as soon as funds are provided include a new library building, further additions to the physical education plant, a new campus elementary school, more dormitory units, new auditorium facilities, and a service building for repair and maintenance units.

ACADEMIC REGULATIONS

ADMISSION REQUIREMENTS

Students who seek to enter the teaching profession should possess the necessary physical, mental and social characteristics. In addition to the transcript of high school credits and grades, a confidential report concerning the student's qualifications is required. *Application for admission should be filed by May 15 prior to the September when admission is desired.* Provisional admission can be made on the basis of records at the end of the first half of the senior year in high school. Applicants are notified of final acceptance only after graduation records are on file in the college admissions office. The admissions requirements are:

1. Graduation from an approved high school.*

An approved high school is a standard public high school or an accredited non-public secondary school.

2. Recommendation from local school officials.

Each candidate for admission from a Maryland public high school must be recommended by both the high school principal and the superintendent of schools in whose area the high school is located. A graduate of a non-public Maryland school or an out-of-state school must have the recommendation of the high school principal.

3. Specific subject matter units.

All applicants must have completed a well-organized curriculum totaling 16 units, including the following subjects required for graduation from any Maryland public high school:

English	4 units
Mathematics	1 unit

*Applicants over 19 years of age who are not graduates of approved high schools and veterans whose high school records are not sufficiently high may qualify for admission by making satisfactory grades in the Equivalence Examinations given by the State Department of Education.

Social Sciences, of which 1 unit must be in United States History	2 units
Science	1 unit
Electives	8 units
Total	16 units

4. Achievement in scholarship.

a. The scholarship standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same. They are as follows:

The State Board of Education requires that applicants from the county high schools shall have made a grade of A or B in at least sixty per cent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students who do not fully meet this standard may be considered for admission on the recommendation of the high school principal and the approval of the superintendent of schools.

Applicants from Baltimore City high schools must have an average of eighty per cent in the last two years of high school work. Students not attaining this average may be considered for admission on the recommendation of the high school principal and on the approval of the superintendent of schools.

b. The testing programs now operating in the high schools and the freshman testing program of the college are regarded as sources of important supplementary data. Results of these tests are utilized in analyzing a student's potentialities and may serve as additional bases for determining a student's readiness for college.

5. Certification by the college physician.

Applicants must meet acceptable standards of health and physical fitness; therefore a thorough physical examination by the college physician is required of all students.

6. Citizenship in the United States.

According to a by-law passed by the State Board of Education, only citizens of the United States shall be employed in the State public school system or admitted to the state teachers colleges.

ADVANCED STANDING REQUIREMENTS

In addition to meeting the regulations under Admission Requirements immediately preceding, an applicant for advanced standing must present an acceptable academic record from the college that he last attended.

Credit is given only for the completion of college courses that approximate those offered in the teachers college. No transfer credit is allowed for courses in which the applicant has made D grades.

Students in the junior college may transfer to the teachers college if they meet the requirements for students entering the teachers college.

A satisfactory record in the college is necessary to establish advanced standing. Advanced standing is provisional until the student shows ability to maintain a satisfactory record in this college.

A student may not transfer from one Maryland state teachers college to another except by written permission from the State Board of Education. A student with failures in his courses will not be considered for transfer.

SPECIAL CERTIFICATE PROGRAM

Because of the urgent need for elementary school teachers in Maryland a special program is now in operation for graduates of liberal arts colleges who wish to meet certification requirements. Two programs are currently in operation: one extending over three summer terms; the other involving a minimum of one year of post baccalaureate residence in the college. Detailed information may be secured from the director of admissions.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every Maryland student applying for admission to the teacher-education program without payment of tuition is required to sign the pledge to teach two years in Maryland immediately following graduation.

VETERAN STUDENTS

Under Public Law 346 or Public Law 16, veterans may study at the State Teachers College at Towson, in either the teacher education or junior college division. Close contact is maintained between the Veterans Administration and the college through the registrar's office, and veterans are assisted in the completion of papers necessary to insure registration and prompt subsistence payments.

REGISTRATION

Registration dates are shown on the college calendar inside title page. Students are not permitted to attend classes without having completed registration.

A veteran, to be registered as a veteran, must present his Certificate of Eligibility to the registrar's office.

STUDENT LOAD

The normal student load is sixteen semester hours of credit each semester. Freshman and sophomore students in the teacher-education program will register for sixteen hours each semester. Junior and senior students may register for seventeen credit hours, but no student may carry a program in excess of seventeen hours without special permission from the Committee on Admissions and Standards.

CHANGE OF COURSE OR SCHEDULE

Changes in courses after registration must be approved by the instructors of the courses involved and by the Dean of Instruction. No change may be made after the first week of classes except for reasons beyond the student's control.

CLASSIFICATION OF STUDENTS

Class rank is based upon the number of semester hours completed as follows: freshman, 0-30 semester hours; sophomore, 30-60 semester hours; junior, 60-90 semester hours; senior, above 90 semester hours.

MARKING AND POINT SYSTEM

A five-point marking system (A,B,C,D,F) is used to indicate quality of academic work. The F grade designates failure and carries no credit. The D grade is passing but indicates work of poor quality. Credit for a course in which D is received is not transferable. A mark of "Inc." (incomplete) at the end of any semester carries no credit. Unless such a course is satisfactorily completed within three weeks after receiving the "Inc." the grade for the course automatically becomes an F.

The academic average of each student is determined by assigning the numerical values 0 to 4 to the letters F and A and weighting according to number of class hours. Twice during the year each student receives a report of his semester average and his cumulative average.

No student may be excused from taking the semester examinations at the time scheduled except for illness or other approved reasons. In case of illness, a doctor's certificate must be presented. Students who are excused will be permitted to take an examination at a time arranged by the college authorities. Unexcused absence from a final examination constitutes a failure.

STANDARDS OF WORK REQUIRED

Each student must maintain a minimum academic average of 1.67 to remain in good standing in the college. A student who has not fully met the standards for entrance may be admitted on probation. A student who in any semester falls below the academic average of 1.67 or makes an excess num-

ber of D and F grades is placed on probation for the following semester. *Probation indicates uncertainty on the part of the college as to the student's probable success.* Probation is lifted when the student shows satisfactory improvement in his work. A probationary student who fails to show such improvement may be asked to leave the college. The complete records of such students are reviewed by the Committee on Admissions and Standards at the close of each semester.

Failure in a course usually delays graduation from the college. However, the Committee on Admissions and Standards may grant a student permission to attend a summer session elsewhere and transfer the earned credit to the college.

The personal development of each student is considered. If the Committee on Admissions and Standards is convinced that a student does not have the qualifications necessary for teaching, he may be asked at any time to withdraw from the college.

A student must have earned a minimum cumulative average of 2.0 to be eligible to hold a major office in any student organization or to represent the college as an official delegate.

A student is not qualified to enter the professional courses of the junior year if: (a) he has failures in required academic courses, (b) his cumulative average is below the minimum required for good standing, or (c) he has earned an undue number of D grades in his courses. A delay in entering the professional courses usually delays graduation.

A student who makes more than one D grade in the semester of professional courses preceding student teaching will not be permitted to enter student teaching. If the student is allowed to remain in the college, he must repeat the semester of required professional courses.

ATTENDANCE

Students are expected to be present at all their regularly scheduled classroom and other college appointments. Ab-

sences from these appointments interfere with the orderly progress of academic work and are contrary to the collective interests of the college.

A student will be allowed one unexcused absence for each class hour of a course. When the number of unexcused absences in a particular course exceeds the number of hours for that course, the student automatically receives a failure for the course. Unexcused absences are cumulative for the individual courses only, and are not transferable to other courses. *Each absence before or after a holiday is counted as two absences.*

WITHDRAWALS

No withdrawal is official until the student completes the official withdrawal card and files it in the registrar's office.

GRADUATION REQUIREMENTS

Teachers College

A student to be eligible for the degree of Bachelor of Science in Education must present:

1. College credit of one hundred twenty-eight semester hours.
2. Credit in the required courses of the curriculum which he has elected.
3. A cumulative average of at least 1.67.
4. Fulfillment of the speech requirement.
5. Certification by the college physician of ability to meet the physical standards required for admission to the retirement system of the State of Maryland.
6. A grade of C, or better, in student teaching.
7. Record of attendance at the college for at least one college year during which thirty semester hours of credit were earned.

Junior College

A student to be eligible for the degree of Associate in Arts must present:

1. College credit of at least sixty semester hours exclusive of courses in physical education.
2. Credit in the approved courses of the program that he has elected.
3. A cumulative average of at least 1.67.

CERTIFICATES

Each graduate of the State Teachers College is eligible to receive a Bachelor of Science Certificate in Kindergarten-Primary, Elementary, or Junior High School Education from the State Department of Education. This certificate is valid for teaching in the counties of the state for three years and is renewable upon evidence of successful experience and professional spirit.

Graduates who wish to teach in Baltimore City must take the professional examinations, the successful completion of which places them on the eligible list to teach in the elementary grades or junior high schools of the Baltimore City system. This civil service plan, dating from 1898, is required by the Baltimore City Charter.

EXPENSES, LOANS AND SCHOLARSHIPS

TUITION

For Maryland residents who register for the teachers college program no tuition is charged. Those who enroll in the junior college pay \$100 a year for tuition.

For out-of-state students the tuition is \$200 a year for enrollment in either the teachers college or the junior college.

OTHER FEES

An activities fee of fifteen dollars a year is assigned to the Student Government Association fund for class dues, student publications, athletics, dramatics, assembly programs, and other authorized projects.

An athletic fee of ten dollars a year is assigned to the athletic association and used for the athletic program.

A breakage deposit of five dollars is collected from each student upon entrance. This is not an annual fee; it is refundable in whole or in part when the student graduates or withdraws, depending upon the charges against his record. For use of a mailbox each student pays fifty cents a year.

A late registration fee of two dollars is charged to any student who registers after the date of registration named in the calendar.

RESIDENCE COSTS

Resident students who live *on the campus* pay \$216 for room and board for the academic year. Students approved as boarding students for whom dormitory facilities are not available will pay \$180 a year for meals only. It is necessary for these students to make their own arrangements for rooms in the neighborhood. As dormitory space becomes available these students will be required to room in the dormitory at which time an adjustment will be made in the rate charged for board and room. All expenses are payable in two equal installments on the registration day of each semester.

ROOM RESERVATION DEPOSITS

A deposit of ten dollars is required of all applicants who desire to board at the college. This deposit should be sent with the application for admission and is deducted from the amount due upon entrance. If a student withdraws his application officially before August first or is denied admission, the room reservation deposit is returned.

OTHER EXPENSES

A student is expected to buy the textbooks required for his courses. These may be purchased in the college bookshop. Students are required to buy gymnasium suits for the courses in physical education.

SUMMARY OF EXPENSES

Maryland Residents

Teachers College Students

	Semester I	Semester II	Total Year
Activities Fee	\$ 15.00		\$ 15.00
Athletic Fee	10.00		10.00
Breakage Fee (all freshmen and new students)	5.00		5.00
Total — Day Students	\$ 30.00		\$ 30.00
Board and Room	108.00*	108.00	216.00
Total — Boarding Students ..	<u>\$138.00</u>	<u>\$108.00</u>	<u>\$246.00</u>

Junior College Students

Fees as above	\$ 30.00		\$ 30.00
Tuition	50.00	50.00	100.00
Total — Day Students	\$ 80.00	\$ 50.00	\$130.00
Board and Room	\$108.00*	108.00	216.00
Total — Boarding Students ..	<u>\$188.00</u>	<u>\$158.00</u>	<u>\$346.00</u>

*For boarding students the ten dollars already paid for room reservation is deducted.

Out-of-state Students

Students residing outside of the State who enroll in the Teachers College add to the above expenses a surcharge of one hundred dollars each semester. Those who enter the Junior College add to the above expenses a surcharge of fifty dollars for each semester.

REFUNDS ON WITHDRAWAL

A student withdrawing from the college must complete an official withdrawal card and file it in the registrar's office before he is entitled to any refund. Refunds are made on the following basis:

Day Students

A *day student* who withdraws within two weeks after his initial registration is entitled to a refund of fees paid and to a refund of tuition for the semester minus ten dollars. After the two weeks' period no fees are refunded and tuition is refunded only on a half-semester basis.

Boarding Students

A *boarding student* who withdraws from the college receives refunds for fees and tuition in accordance with the regulations for day students. The refund of payment for room and meals is subject to the following regulations:

1. A student who withdraws from the dormitory within two weeks after the initial registration will be charged for one week in excess of his residence in the college.
2. A student who withdraws from the dormitory *at the request of the college* after the first two weeks of any semester shall be charged for one week in excess of his residence in the college.
3. A student who withdraws from the dormitory on his own or his guardian's initiative, after the two weeks following registration and before mid-semester shall receive no refund of board for the first half of the semester. If the withdrawal occurs after the mid-semester, there will be no refund of board paid for the entire semester.

TRANSCRIPTS

Transcripts of a student's record will be issued only upon the written request of the student concerned. The first transcript is issued free of charge. A charge of one dollar is made for each subsequent transcript.

ROOM FURNISHINGS FOR RESIDENT STUDENTS

Each student will need at least four single sheets, one pair of blankets, pillow cases, spread, quilted pad for bed 72x30 inches, towels, and two laundry bags. The quilted bed pads may be purchased from the college book shop. Bed linen and towels must have markers attached giving the student's full name.

REQUIRED ATHLETIC UNIFORMS

Women Students

Women students must have two complete gymnasium uniforms for participation in all athletics. The uniform includes suit, low white sneakers, and socks. Each freshman student is given full information about the purchase of suits when her application for admission has been approved.

Men Students

Men students must secure regulation uniforms consisting of shorts, sleeveless jersey, sweat shirt, pants, and gym shoes. All athletic uniforms must be marked with the full name of the owner.

RESPONSIBILITY FOR ATHLETIC EQUIPMENT

A student is responsible for all athletic equipment issued to him. Loss of equipment will be charged against the breakage fee of individuals or group charges may be made.

SCHOLARSHIPS AND LOANS

The college does not support an elaborate system of scholarships. With no tuition charge in the teachers college for students who are residents of Maryland, most of the college

students hold what may be called state scholarships. Students, however, who live in the dormitories must meet their living expenses, and there are for all students other costs incident upon attending college. There are a few scholarships and considerable money invested in loan funds to help students.

Students whose records are satisfactory may make requests for loans by applying to the chairman of the Trustees of the Student Loan Fund at the college, unless otherwise stated. Letters of recommendation must be filed with the application. Loans are made at a low rate of interest and can be renewed until after the student has received a teaching position.

The Helen Aletta Linthicum Scholarships were established by the will of Helen Aletta Linthicum, widow of J. Charles Linthicum, who was a member of the class of 1886. The fund is administered by the trustees of the estate and the college committee on scholarships and loans. Both freshmen and upperclassmen are eligible for these one hundred dollar scholarships.

A number of these scholarships have been set aside for entering freshmen. *High school seniors who are contemplating entering the teachers college and who need some assistance in meeting the college expenses for the first year should write to the Committee on Loans and Scholarships for application blanks.* Such applications must be filed with the admission data no later than June 15.

For upperclassmen there are ten or more Linthicum scholarships. The number varies slightly according to the income from the fund. Upperclassmen apply to the Committee on Loans and Scholarships.

Freshman students are eligible for a fifty dollar scholarship awarded each year by the Maryland organization of the Daughters of the American Revolution.

Upperclass students may receive the Minnie V. Medwedeff Endowment Scholarship. This award is made annually to an outstanding student selected by the trustees of the fund.

The scholarship was established in memory of Minnie V. Medwedeff by her father. Miss Medwedeff was an instructor in the college from 1924 until her death in 1935.

LOAN FUNDS

Four loan funds have been established for college students, the Albert S. Cook Scholarship Loan for Freshmen, the Sarah E. Richmond Loan Fund, the Grace Boryer Downin Loan Fund and the Student Loan Fund. Certain Maryland organizations have added to the opportunities for students to secure financial aid by offering loans annually.

Freshman students are eligible for the Albert S. Cook Scholarship Loan. The Albert S. Cook Scholarship Loan for freshmen was established by the Maryland State Teachers Association as a tribute to Albert S. Cook who retired from active service as State Superintendent of Schools, February 1, 1942. This scholarship loan is granted to a freshman student who meets the requirements for eligibility passed by the faculty committee making the award. Students should apply to the Albert S. Cook Scholarship Loan Committee, Maryland State Teachers Association, 1101 North Calvert Street, Baltimore 2, Maryland.

The Sarah E. Richmond Loan Fund was established by Sarah E. Richmond, who was connected with the college for fifty-five years as student, teacher, principal and dean of women. This fund has been increased by gifts from the alumni association. The Sarah E. Richmond Fund is the largest of all the funds and is administered by a special alumni committee consisting of: Miss Carrie Richardson, Mrs. Grace Carroll, and Mrs. George Schluderberg. Requests for loans from this fund may be made directly to Miss Carrie Richardson, 5002 York Road, Baltimore 12, Maryland, or will be forwarded to the committee from the college.

Mrs. Grace Boryer Downin, former supervisor of schools in Washington County, made a gift of one thousand dollars to the college in 1942 which is used as a loan fund for students needing financial help. This fund is known as the Grace Boryer Downin Loan Fund.

The Bettie Sipple Student Loan Fund, sponsored by the Maryland Federation of Women's Clubs, grants loans to women of the junior and senior classes.

The Student Loan Fund includes contributions from a number of different individuals and organizations, as follows:

The Normal Loan Scholarship and the Pestalozzi Loan Scholarship were established by the Normal and Pestalozzi Societies, and the Class of 1925 Loan Scholarship was a gift from the class of that year.

The Reese Arnold Memorial Loan Scholarship, the Lillian Jackson Memorial Loan Scholarship, and the Esther Sheel Memorial Loan Scholarship were established by students of the college in memory of classmates who died.

The Carpenter Memorial Loan Scholarship, preferably for men, was established by Mrs. John Carpenter, of Wellsville, New York, in honor of her husband who was interested in teacher education.

The graduating classes of 1931, 1934 and 1940 made gifts to the Student Loan Fund in honor of their class advisers. These funds are called the Eunice K. Crabtree Loan Fund, the Pauline Rutledge Fund, and the Pearle Blood Loan Fund.

In 1933 the Student Loan Fund suffered losses in the bank failures and faculty and students made contributions to supplement the fund. These contributions became the 1933 Gift Loan Fund of Faculty and Students.

Miss Gertrude Carley was registrar at the college from 1923 to 1931. Her family and friends presented a loan fund in her name to help worthy students. It is known as the Gertrude Carley Memorial Fund.

The Washington County Unit of the Alumni Association gave \$100 to the loan fund in 1929 and in 1935 added another \$100 to this amount. A student from Washington County is given preference when a loan from this fund is granted.

Maryland organizations granting loans are the Daughters of the American Revolution, the Business and Professional Women of Baltimore and the Roland Park Women's Club. They have been liberal in making loans on nominal terms.

SCHOLARSHIP FUNDS

Daughters of the American Revolution Scholarship (Awarded annually)	\$ 50.00
Minnie V. Medwedeff Scholarship (Awarded annually)	100.00 to 200.00
The Helen Aletta Linthicum Scholarships, to be awarded at the discretion of the trustees of the fund (For 1949-50)	2,000.00
Total	<u>\$2,150.00 to 2,250.00</u>

LOAN FUNDS

Albert S. Cook Scholarship Loan (For Freshmen only)	\$ 100.00
The Sarah E. Richmond Loan Fund	8,000.00
Class of 1925 Loan Fund	90.00
The Normal Literary Society Loan Fund	100.00
Pestalozzi Loan Fund	100.00
The Reese Arnold Memorial Loan Fund	100.00
The Lillian Jackson Memorial Loan Fund	50.00
Esther Sheel Memorial Loan Fund (Class of 1927)	500.00
The Carpenter Memorial Loan Fund (For men only)	402.00
Eunice K. Crabtree Loan Fund (Gift of Class of 1931)	200.00
Pauline Rutledge Loan Fund (Gift of Class of 1934)	200.00
Pearle Blood Loan Fund (Gift of Class of 1940)	100.00
1933 Gift Loan Fund of Faculty and Students	700.00
Gertrude Carley Memorial Fund	450.00
Washington County Alumni Unit Loan Fund	200.00
The Grace Boryer Downin Loan Fund	1,000.00
Class of 1914 Scholarship Loan Fund	135.00
The Martha Richmond Loan Fund	180.00
General Scholarship Fund	300.00
Total	<hr/> \$12,907.00

STUDENT PERSONNEL SERVICES

PRE-ADMISSION COUNSELING

A close relationship exists between the guidance departments of the high schools and the admissions office of the college. Students may thus become acquainted with the college offerings early in their high school course and work towards meeting the admission requirements. Direct contact with the college is established during the senior year in high school when the initial application is filed. Seniors are invited to the college campus for "High School Visiting Day" in the fall. During the summer after high school graduation each applicant reports to the college for a physical examination and an interview with the director of admissions. Results of standardized tests as well as the complete high school record are considered at this time.

ORIENTATION PROGRAM FOR FRESHMEN

The first week of the fall semester is designated as Freshman Week. A program is planned to acquaint students with some important phases of college life. During this time only the freshmen, the faculty advisers of freshmen and those students who are members of the Freshman Advisory Council are present on the campus.

The Freshman Advisory Council is a student service organization composed of upperclass students, each of whom inducts into college life a limited number of freshmen (usually eight or ten) assigned to him. The duty of the Freshman Advisory Council members is to act as student counselors not only during freshman orientation week, but also throughout the first semester. The council helps freshmen become acquainted with other students, join clubs in which they may become interested, budget time wisely, and become familiar with college policies and regulations.

All new students, both freshmen and transfer students, take a set of standardized tests the purpose of which is to provide information concerning the students' educational background. Students attend lectures on the use of the library, methods of study, and daily time-budgeting.

THE ADVISORY SYSTEM

Each student on entering the college is assigned a faculty adviser who serves in that capacity for the student's freshman and sophomore years. Junior and senior students choose their advisers from among the instructors in the area of their professional interest. The relationship between student and adviser gives the student an opportunity to learn about his own special needs and to consider them with his adviser. Faculty advisers of freshmen particularly have the task of helping freshmen adjust to college life and become familiar with the facilities in the environment that will aid them in their educational and cultural development. Students are also encouraged to consult instructors, the deans, and the President of the college when advice from these sources seems desirable. Members of the Freshman Advisory Council serve as student advisers of freshmen as described above, during the first semester.

VISITING DAY FOR FRESHMAN PARENTS

During the fall semester, parents of all freshman students are invited to spend a day at the college. This provides an opportunity for parents to visit classes and meet the faculty.

VOCATIONAL GUIDANCE

Teachers College Students

Since students entering the teachers college have already decided on their profession, little time is devoted to vocational guidance for this group. However, if a student is advised to discontinue his preparation for teaching, he is assisted in investigating other opportunities through counseling with advisers and the administration. When possible, contacts are established with various agencies in the local area for positions or for training for other professions.

Junior College Students

Prior to entrance each junior college student is asked to furnish information concerning his interests and his educational plans after two years in the junior college. On the

basis of this information, and usually after an interview with the Admissions Office, the student's program is planned. The catalogue of the institution to which he expects to transfer is examined to determine the prerequisites that he should complete in the junior college.

Through the testing department of the college, or through local agencies, students may request tests to determine aptitude and interest in various professions. Vocational guidance material and catalogue of other institutions are available through the library and the Admissions Office.

PLACEMENT OF GRADUATES

The registrar's office and the directors of student teaching keep in touch with the superintendents of schools regarding graduates, who will be available for placement. From the registrar's office are sent out complete records of each graduate including a summary of his progress in the college and a full report on his student teaching.

The office of the director of admissions advises junior college students who are transferring to other colleges or who are trying to find positions if they decide not to continue in college.

HEALTH SERVICE

A physician and a trained nurse are full-time members of the college staff. A thorough physical examination by the college physician is required of all students at the time of admission and thereafter at least once a year. Annual chest x-rays are compulsory for all students. A student is expected to correct remediable defects immediately, and failure to follow the physician's instructions may jeopardize a student's status in the college. Health education and prevention of diseases are essential parts of the health service.

A student who has a condition or disability which will prevent him from later qualifying as a member of the State Teachers Retirement System is not eligible to attend the college unless he pays the customary out-of-state tuition.

This assumes that the condition or disability is such that he can still participate in the physical education classes.

A student who seems likely to be able to pass the Retirement System's examination upon graduation but who has a physical condition which prevents complete participation in the regular physical education program may be permitted upon authorization of the President of the College to take a modified program which would still give the student the fundamentals of physical education to teach in the elementary or junior high school.

Medical advice and office treatment are free to all students. The infirmary located in Newell Hall contains rooms for use of boarding students. In case of contagious diseases parents are notified and are required to remove the student from the college.

The college assumes no financial responsibility for illness of sufficient seriousness to require hospitalization, x-rays, or special treatment. The college does not assume financial responsibility for any injury incurred on the athletic field or in any physical education class.

The children attending the Lida Lee Tall School have the advantages of the college health service.

ACCIDENTAL INJURY REIMBURSEMENT

For the benefit of those students who wish to participate, the college enters into an agreement with an approved insurance company to cover the students against any accidental injury either at school or at home during the college year. Participation in the plan is voluntary and costs approximately \$7.50 for women and \$10 for men. Students desiring this coverage will make application at the business office.

The Student Government Association allocates funds, at its option, towards mitigating expenses arising from injuries sustained at the college or in connection with college activities. This fund is administered by a committee appointed by the President of the college and is not to be construed as an insurance plan.

STUDENT EMPLOYMENT

There is little opportunity for student employment in the college although a few students are employed each year in the library and laboratories. These opportunities are given mainly to upperclassmen, since it is felt that freshmen should establish themselves in the college before undertaking additional responsibilities.

HOUSING AND BOARDING

Residence Accommodations for Women

Women students live in Newell and Richmond Halls. Priority in housing is given to Maryland students who live beyond commuting distance, and only when space is available may students within commuting distance or out-of-state students be accommodated. When the dormitories are filled to capacity students may board in Towson or elsewhere with the permission of the college authorities.

Residence Accommodations for Men

Housing for more than one hundred men will be provided in the new men's residence halls now under construction on the north part of the campus.

A few men students rent rooms in private homes and take their meals in the college dining hall.

Dormitory Policies for Entrance and Withdrawal of Students

Students who have reserved a room and entered the dormitory may not withdraw to become day students except in case of change of residence. If vacancies occur in the dormitory during the year students may be admitted, but only at mid-year or mid-semester. Any exceptions to these rules must be approved by the President of the college.

Dormitory Activities

The college provides a well-balanced program for resident students in order to promote their educational, cultural and social development. The program includes time for study, and students who live in the dormitories can more

easily use the library in the evenings and on Saturday mornings. Arrangements are made for students to attend lectures, plays, musicals, and to visit art museums in Baltimore. Picnics, teas, formal dinners, receptions and dances afford students recreation and experience in preparing for such events and in serving as hostesses. Students may entertain guests in the late afternoon on week days and in the evenings during week-ends. The Dormitory House Committee shares in planning the activities for resident students.

The college encourages students to attend services in the churches of their choice and makes it possible for them to meet the local clergymen.

Students who go away frequently over week-ends miss much of the education that living in the dormitory affords. Parents are therefore earnestly requested not to ask for week-end privileges away from the college oftener than once a month.

ORGANIZATIONS AND ACTIVITIES

Participation in student activities is recognized and encouraged as a valuable part of the college program. Education for responsibility is definitely a part of the preparation for citizenship and for teaching.

STUDENT GOVERNMENT ORGANIZATIONS

Student Government Association

Enrollment in the college makes one automatically a member of the Student Government Association. This organization constitutes a medium for expressing student opinion on matters of general interest and acts in various ways to promote the general welfare of the college. The official publication of the Student Government Association is the *Students Handbook*.

The Dormitory House Committee

The Dormitory House Committee with the participation of all dormitory students makes and enforces regulations necessary for group living. This committee has the advice and guidance of the faculty director of social activities.

SERVICE ORGANIZATIONS

Freshman Advisory Council

The Freshman Advisory Council is a trained group of upperclassmen who assist with the orientation of freshmen during the first semester. They plan the social programs for Freshman Week and act as student counsellors to small groups of freshmen in matters affecting student social life.

Marshals

The Marshals are a service group assisting at student assemblies, fire drills, and at such public functions as the May Day celebration and commencement exercises. They also help receive guests at the college.

Alpha Phi Omega

The college has recently had installed a chapter of Alpha Phi Omega Fraternity, a national service organization, membership in which is open to former Boy Scouts. The purpose of the organization is to render service to the college.

RELIGIOUS ORGANIZATIONS

Student Christian Association

The Student Christian Association is a voluntary organization open to all students.

Denominational Groups

There are on the campus several denominational religious groups.

MUSICAL ORGANIZATIONS

Glee Club

The Glee Club has a two-fold organization. It consists of the traditional Glee Club, a mixed group of men and women, and a Women's Chorus. Those especially talented and interested may participate in solo and small group work. See page 81.

Orchestra

Membership in the orchestra affords training in ensemble work for students who play orchestral instruments. The orchestra furnishes music for assemblies and special functions. See page 81.

Student Christian Association Choir

The Student Christian Association Choir is composed of resident women students selected on the basis of talent and interest.

Men's Chorus

The Men's Chorus is an organized group interested in choral singing.

Chimes Guild

Members of the Chimes Guild play the chimes in the college dining room and furnish music for some special occasions.

DRAMATIC CLUB

Glen Players

The Glen Players, the dramatic club of the college, presents a yearly program of one-act and full length plays.

SPECIAL INTEREST CLUBS

Art Club

The Art Club offers students an opportunity to work creatively both individually and in groups. The club at times carries out projects for the college.

The Aviation Club

The Aviation Club makes possible instructors and assistance to teachers and classes of the college and community in the use of the Link Trainer. It provides motion pictures, speakers and trips which stimulate interest in aviation.

Future Teachers of America

The M. A. Newell Chapter of Future Teachers of America is a professional club affiliated with the National Education Association and the Maryland State Teachers Association.

The International Relations Club

The International Relations Club is an organization sponsored by the Carnegie Endowment for International Peace to help acquaint students with the problems and issues of the day.

The Natural History Group

The Natural History Group makes use of the out-of-doors to increase students' knowledge of the natural environment.

ATHLETIC ACTIVITIES

Every student is a member of either the Men's or Women's Athletic Association.

Men's Athletic Association

The college is a member of the Mason Dixon Conference, and the men's competitive teams include basketball, soccer, baseball, wrestling, track, and tennis. In addition to an inter-collegiate program a broad intra-mural program is carried out.

Women's Athletic Association

The women's athletic association sponsors an elective program and provides activities for special days. The elective

sports are hockey, soccer, archery, tennis, basketball, bowling, badminton, dancing, volley and softball.

PUBLICATIONS

Tower Light

The *Tower Light* is the bi-weekly student publication of the college.

Tower Echoes

Tower Echoes is the yearbook sponsored and published by the senior class.

ASSEMBLIES

College assemblies are a part of the educational program. They are held once each week and attendance is required. A program of lectures and concerts is planned under the direction of a committee of faculty and students.

HONOR SOCIETY

Kappa Delta Pi

Epsilon Alpha Chapter of Kappa Delta Pi, a national honor society, was installed at the college in February 1940. Students who meet the requirements for membership are elected during the junior and senior years.

ALUMNI ORGANIZATIONS

The Alumni Association

The Alumni Association offers a means of continuing participation in college affairs after graduation. During commencement week there is opportunity for class reunions and for the business and social activities of the association.

The college issues several news letters to alumni during the year and plans a homecoming day early in November.

Chi Alpha Sigma Fraternity

Chi Alpha Sigma was a local honor society at the college previous to the installation of the Epsilon Alpha Chapter of Kappa Delta Pi. Its alumni members hold semi-annual meetings with the chapter of Kappa Delta Pi.

CURRICULUM AND COURSES OF STUDY

THE TEACHER EDUCATION CURRICULUM

The curriculum of a teachers college should include courses of a general nature, designed to produce a cultured, well-informed citizen. It should include also professional courses designed to give students some competence in the field of working with children. And finally it should include opportunities for students to spend considerable time in typical school classrooms, first observing, then participating, and finally assuming complete responsibility for the direction of a classroom.

At Towson, approximately three-fourths of the course offerings are in the field of general education comprising those studies which should be the equipment of a mature, educated person. The other one-fourth are in the field of professional education, divided approximately equally between courses, as such, and experiences in typical classrooms.

Teachers work above all with other human beings. They need, therefore, to have a thorough knowledge of pupils as immature but maturing individuals. They must have an understanding of the great bodies of scientific knowledge about human development — both physical and mental — which modern science has made available. They must also have an understanding of the physical and human resources in the world. They will gain this understanding both through a study of the current world and a study of man's progress through the ages. They should have broad experiences in the fields of art, music, and literature, both for their own enjoyment and satisfaction and for gaining facility in developing such satisfactions in others. They should have competency in the use of language and an understanding of the basic mathematical concepts.

The sciences, the arts, the social sciences, and the humanities constitute the bases of a well-rounded college education for any one living in today's world. For the teacher they are doubly important because the teacher needs them not only for personal satisfaction and individual adjustment but also as a background to aid maturing individuals to find their place in the world.

COURSE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN ELEMENTARY SCHOOL EDUCATION *

PRESCRIBED COURSES		Semester Hours
ART		6 hours
Fundamentals of Design 103	3 hours	
Fine and Industrial Arts 203	3 hours	
ENGLISH		18 hours
Composition and Contemporary Literature 102-103	6 hours	
Fundamentals of Speech 222	3 hours	
English Literature 204-205	6 hours	
American Literature 307	3 hours	
HEALTH EDUCATION		3 hours
Personal Health 201	3 hours	
MATHEMATICS		3 hours
General Mathematics 102	3 hours	
MUSIC		6 hours
Music Appreciation 103	3 hours	
Music Fundamentals 203	3 hours	
PHYSICAL EDUCATION		6 hours
Physical Education 101-102; 201-202; 301-302	6 hours	
PSYCHOLOGY		6 hours
Psychology 205: Human Growth and Development	3 hours	
Psychology 206: Problems of Adjustment ...	3 hours	
SCIENCE		12 hours
Biological Science 101-102	6 hours	
Physical Science 202-203	6 hours	
SOCIAL SCIENCE		24 hours
Elements of Geography 103-104	6 hours	
History of Western Civilization 201-202	6 hours	
History of the United States 402-403	6 hours	
Electives	6 hours	
EDUCATION		33 hours
The Child and His Curriculum 360	12 hours	
Children's Literature 401	3 hours	
History of Education 331	2 hours	
Directed Teaching 303, 404	16 hours	
ELECTIVES		11 hours
TOTAL		128 hours

*For course requirements for the degree of Bachelor of Science in Kindergarten-Primary school education substitute Education 301 for Education 302 in the prescribed courses above.

TYPICAL PROGRAM FOR STUDENTS IN ELEMENTARY SCHOOL EDUCATION *

FRESHMAN YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
English 102	3	3	English 103	3	3
Geography 103	3	3	Geography 104	3	3
Science 101	4	3	Science 102	4	3
Education 100	1	0	Education 100	1	0
Mathematics 102	3	3	Art 103	4	3
Music 103	3	3	English 222	3	3
Physical Ed. 101	2	1	Physical Ed. 102	2	1
	<u>19</u>	<u>16</u>		<u>20</u>	<u>16</u>

SOPHOMORE YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
English 204	3	3	English 205	3	3
Science 202	4	3	Science 203	4	3
History 201	3	3	History 202	3	3
Psychology 205	3	3	Health 201	4	3
Art 203	4	3	Music 203	3	3
Physical Ed. 201	2	1	Physical Ed. 202	2	1
	<u>19</u>	<u>16</u>		<u>19</u>	<u>16</u>

JUNIOR YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
**Education 360	13	12	Ed. 303, 404 —		
Psychology 206	3	3	Student Teaching	25	16
Physical Ed. 301	2	1		<u>25</u>	<u>16</u>
	<u>18</u>	<u>16</u>			

SENIOR YEAR

<i>Semester I</i>			<i>Semester II</i>		
	Hrs.	Per Wk. Cr.		Hrs.	Per Wk. Cr.
History 402	3	3	History 403	3	3
Education 401	3	3	English 307	3	3
Social Science	3	3	Education 331	2	2
Electives (2)	6	6	Electives (2)	5-6	5-6
Physical Ed. 302	2	1	Social Science elec.	3	3
	<u>17</u>	<u>16</u>		<u>16-17</u>	<u>16-17</u>

*For typical program for students in Kindergarten-Primary education substitute Education 340 for Education 360 in the above.

**This semester is organized as an inter-departmental seminar. Students observe demonstration teaching, visit various types of schools and through coordinating activities and seminar discussions prepare for the student teaching experience that follows this semester's work.

COURSE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN JUNIOR HIGH SCHOOL EDUCATION

<i>PRESCRIBED COURSES</i>		<i>Semester Hours</i>
<i>ART</i>		6 hours
Fundamentals of Design 103	3 hours	
Fine and Industrial Arts 203	3 hours	
<i>ENGLISH</i>		18 hours
Composition and Contemporary		
Literature 102-103	6 hours	
Fundamentals of Speech 222	3 hours	
English Literature 204-205	6 hours	
American Literature 307	3 hours	
<i>HEALTH EDUCATION</i>		3 hours
Personal Health 201	3 hours	
<i>MATHEMATICS</i>		6 hours
General Mathematics 102	3 hours	
General Mathematics for		
Junior High School Teachers 203	3 hours	
<i>MUSIC</i>		3 hours
Music Appreciation 103	3 hours	
<i>PHYSICAL EDUCATION</i>		6 hours
Physical Education 101-102; 201-202; 301-302	6 hours	
<i>PSYCHOLOGY</i>		6 hours
Psychology 205: Human Growth and		
Development	3 hours	
Psychology 207: Psychology of Adolescence ..	3 hours	
<i>SCIENCE</i>		12 hours
Biological Science 101-102	6 hours	
Physical Science 202-203	6 hours	
<i>SOCIAL SCIENCE</i>		24 hours
Elements of Geography 103-104	6 hours	
History of Western Civilization 201-202	6 hours	
History of the United States 402-403	6 hours	
Electives	6 hours	
<i>EDUCATION</i>		33 hours
The Adolescent and His Curriculum 350	12 hours	
Juvenile Literature 402	3 hours	
History of Education 331	2 hours	
Directed Teaching 303, 404	16 hours	
<i>ELECTIVES</i>		11 hours
TOTAL		128 hours

TYPICAL PROGRAM FOR STUDENTS IN JUNIOR HIGH SCHOOL EDUCATION

FRESHMAN YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Per Wk.	Cr.		Hrs.	Per Wk.	Cr.
English 102	3		3	English 103	3		3
Geography 103	3		3	Geography 104	3		3
Science 101	4		3	Science 102	4		3
Education 100	1		0	Education 100	1		0
Mathematics 102	3		3	Art 103	4		3
Music 103	3		3	English 222	3		3
Physical Ed. 101	2		1	Physical Ed. 102	2		1
	<u>19</u>		<u>16</u>		<u>20</u>		<u>16</u>

SOPHOMORE YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Per Wk.	Cr.		Hrs.	Per Wk.	Cr.
History 201	3		3	History 202	3		3
English 204	3		3	English 205	3		3
Science 202	4		3	Science 203	4		3
Health 201	4		3	Mathematics 203	3		3
Art 203	4		3	Social Science elec.	3		3
Physical Ed. 201	2		1	Physical Ed. 202	2		1
	<u>20</u>		<u>16</u>		<u>18</u>		<u>16</u>

JUNIOR YEAR

<i>Semester I</i>				<i>Semester II</i>			
	Hrs.	Per Wk.	Cr.		Hrs.	Per Wk.	Cr.
History 402	3		3	History 403	3		3
Education 402	3		3	Education 331	2		2
English 307	3		3	Psychology 205	3		3
Social Science elec.	3		3	Elective	3		3
Elective	3-6		3-4	Elective	3-6		3-4
Physical Ed. 301	2		1	Physical Ed. 302	2		1
	<u>17-20</u>		<u>16-17</u>		<u>16-19</u>		<u>15-16</u>

SENIOR YEAR

	Credit		Hrs.	Per Wk.	Cr.
*Education 350	10	Ed. 303, 404 —			
Psychology 207	3	Student Teaching	25		16
Education 315	2		<u>25</u>		<u>16</u>
Education 410	2				
	<u>17</u>				

*This work is organized as an inter-departmental seminar. Students observe demonstration teaching and visit various junior high schools and through coordinating activities and seminar discussions prepare for the student teaching experience.

JUNIOR COLLEGE PROGRAM

The junior college program has been in operation since September 1946. The program was begun especially for veterans who were unable to enter senior colleges in Maryland due to crowded conditions. Non-veterans have been admitted from the beginning and these numbers are becoming larger as veterans complete the two years and transfer to other institutions.

The curriculum of the junior college at Towson is a two-year liberal arts program designed for students who plan to complete their college education by transferring to the third (junior) year of a four-year college. The associate in arts degree is awarded to junior college students who have satisfactorily completed a minimum of sixty semester hours of credit in an approved program exclusive of physical education.

The curriculum provides background courses which will enable students at the end of two years to enter any of the several professional fields such as pre-law, pre-nursing, journalism, business administration, and other non-technical professions. High school graduates should apply for the junior college program only if their high school record is sufficiently high to indicate a reasonable chance of success in college work and to merit full recommendation by their high school principal.

Students interested in teaching in senior high school may take two years of work in the junior college and transfer to other colleges in the State to prepare for teaching the subject of their choice. Junior college students who decide they wish to teach in the elementary or junior high schools may apply for transfer to the teacher-education program. All such transfers must be approved by the Faculty Committee on Admissions and Standards.

Junior college students are given assistance in choosing courses that will meet the prerequisites of the professions they wish to enter. Catalogues of various colleges are available for students' and advisers' use. The program listed on the next page will indicate sequence of courses and is a typical program.

JUNIOR COLLEGE CURRICULUM

FRESHMAN YEAR

	Hours	Credit
English—Composition and Literature	6	
Science—Biology or Chemistry	8	
History—European or American	6	
Modern Languages—French, German or Spanish	6	
Physical Education—101-102	2	
Electives	6	

College Algebra; Trigonometry;
Sociology; Economics; Political
Science; Speech; Art; Music; etc.

34

SOPHOMORE YEAR

English—Survey of English Literature	6	
*Science—Biology or Chemistry	8	
History—European or American	6	
Modern Languages—French, German or Spanish	6	
Physical Education—201-202	2	
Electives	6 or 12	

College Algebra; Trigonometry;
Sociology; Political Science;
Shakespeare; American Literature;
Contemporary Drama; Contemporary
Novel; Art; Music; Third year
French, German, and Spanish; etc.

32 or 34

*Students who do not wish to take a second year of science may choose sufficient electives to make a full program.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the following system:

Each department has a code number, shown in parenthesis at the head of the department announcement. These are —

1 - Art	12 - Modern Languages
5 - Education	13 - Music
6 - English	16 - Physical Education
8 - Health Education	17 - Science
11 - Mathematics	20 - Psychology
30 - Social Sciences	

Each term course has a distinctive number. The numbers have the following significance:

Courses numbered 100-199 inclusive are primarily for freshmen.
Courses numbered 200-299 inclusive are primarily for sophomores.
Courses numbered 300-399 inclusive are primarily for juniors.
Courses numbered 400-499 inclusive are primarily for seniors.

When identifying a course the department number should be written first, followed by a period (.), then the course number. For example: the art course "Fundamentals of Design," Art 103, would be completely identified by the number "1.103." The numeral "1" is the department, separated from the course number "103" by a period (.).

ART (1)

MR. BEELKE

MRS. BROUWER, *Chairman*

MR. MITCHELL

The art courses provide students with means for self-expression, contribute to the growth of appreciation and stimulate cultural pursuits. Museum visits and other excursions supplement campus activities.

FUNDAMENTALS OF DESIGN—103

4 hours per week. (Credit 3 hours.)

A study of the space arts from the point of view of balance, proportion, rhythm, and harmony. The course aims to develop an understanding of composition and design as expressed in several art materials.

FINE AND INDUSTRIAL ART—203

4 hours per week. (Credit 3 hours.)

The object of this course is to develop competence in art expression. Practice is given in applying art principles to the everyday problems of home and community living. The evolution of representative art forms from primitive times to the present is considered, so that students may gain a knowledge of the history of art and develop an interest and understanding of art in its relation to the present.

WORKSHOP IN HANDICRAFTS—310

4 hours per week. (Credit 3 hours.)

Emphasis is upon the art possibilities of the many materials available. Work with wood, clay, plastics, cloth, paper, paint and dye will be provided, and the use of tools necessary to their development will be taught.

ORIENTATION OF ART PRACTICES—311

4 hours per week. (Credit 3 hours.)

Materials and skills in relation to classroom needs will be studied in a workshop setting with emphasis on the art problems of kindergarten-primary teachers.

APPLIED DESIGN COURSE—412

3 hours per week. (Credit 2 hours.)

4 hours per week. (Credit 3 hours.)

The materials of art will be developed as they function in classroom and assembly use. It will give the student practice in the use and assembling of materials used by the children for many occasions and will also equip the student to make fuller use of the many mechanical aids available in classrooms for the enrichment of assemblies and special days' programs.

SPECIAL ART PROBLEMS RELATED TO INDIVIDUAL STUDENTS—414

4 hours per week. (Credit 3 hours.)

Students who show special interest or unusual ability in certain fields will be directed in the development and functioning of these interests and abilities. Registration for this course requires the permission of the instructor.

PRACTICUM IN ART INSTRUCTION

2 hours per week. (Credit 1 hour.)

Credited as Education 366. Course description on page 65.

EDUCATION (5)

MRS. ABLEN

MISS HEAGNEY

MISS BALDRIDGE

MISS LAURIE

MISS CLARKE

MR. NEULANDER

MR. HARTLEY, *Chairman* MISS SCOTT

MISS WOODWARD

Faculty members from other departments participate in teaching the education courses.

The teacher education program provides many opportunities for students to work with and study children. Professional laboratory experiences begin in the freshman year and are an integral part of the work of each of the succeeding years. During the junior and senior years the study of children continues and broadens to include experiences in observing and teaching different age groups in several schools. In addition, students study and evaluate the contributions or research in teaching. As students acquire a rich background in the social and natural sciences and the arts, and gain skill in the use of languages, they learn to make these function in their teaching.

ORIENTATION IN MODERN EDUCATION—100

1 hour per week for two semesters. (No credit.)

Freshman students become acquainted with the program and practices in modern public kindergarten-primary, ele-

mentary, or junior high schools by observing children and teachers at work, by reviewing movies and film strips, and by hearing instructors and visiting speakers discuss current trends in education.

COURSES IN KINDERGARTEN AND PRIMARY EDUCATION

THE CHILD AND HIS CURRICULUM—340

12 hours per week. (Credit 12 hours.)

An experience planned and directed by the staff to help prospective teachers see life in the school in its relation to the physical, mental, emotional, and social development of children of elementary age (kindergarten and primary ages). The underlying principles of teaching and learning are developed through observation and participation in the work of the laboratory schools. Study of the activities of children is supplemented by reading and discussion. Experiences with children are interpreted in the light of scientific findings in child development.

Special consideration is given to the importance of the language arts. Observations are made at the various learning levels, to enable the students to study the development of skills and to understand the importance of reading and language in the curriculum.

This professional experience will be directed through courses in the teaching of language arts, science, and arithmetic, and a workshop in creative activities. The Kindergarten and Primary Curriculum serves as the coordinating course.

THE KINDERGARTEN AND PRIMARY CURRICULUM—341

4 hours per week. (Credit—Part of 12 hour course.)

Emphasis is placed upon the need for using available scientific knowledge of child development in planning an effective curriculum for the kindergarten and primary grades. Opportunities are given to plan activities with small groups of children and to develop them in actual schoolroom situations. Further understandings are gained through the ob-

servation of children in a wide variety of school activities, and through an acquaintance with recent educational literature and movies.

LANGUAGE ARTS IN THE KINDERGARTEN AND PRIMARY GRADES—342

3 hours per week. (Credit—Part of 12 hour course.)

A study of the language needs and abilities of children in the kindergarten and primary grades. Experiences which develop children's readiness for reading, writing, speaking and listening are emphasized and are evaluated in the light of scientific findings and modern practice. Ways of teaching beginning reading and writing are given important consideration.

ARITHMETIC AND SCIENCE IN THE KINDERGARTEN AND PRIMARY GRADES—343

2 hours per week. (Credit—Part of 12 hour course.)

In arithmetic the work is centered around problems relating to (1) number abilities of pre-school children, (2) the nature of meaning in arithmetic and (3) selection of number activities for teaching the basic number concepts.

In science a survey is made of the child's environment for the purpose of selecting appropriate experiences. Practical work is provided in selecting and carrying out many of these experiences through the close cooperation of kindergarten and primary teachers.

WORKSHOP IN CREATIVE EXPERIENCES—344

3 hours per week. (Credit—Part of 12 hour course.)

Emphasis is upon the opportunity for experimentation with the various media for self expression. Broad acquaintance with and consideration of various forms of creative expression as related to current curriculum trends afford insight into effective use of material in the mental, emotional and social development of the young child. Musical instruments, songs, rhythms, wood-construction, blocks and other manipulative materials are considered in relation to the individual need for self-expression and self-realization.

COURSES IN ELEMENTARY EDUCATION

THE CHILD AND HIS CURRICULUM—360

13 hours per week. (Credit 12 hours.)

An experience planned and directed by the staff to help prospective teachers see life in the school in its relation to the physical, mental, emotional, and social development of children of elementary school age. The underlying principles of teaching and learning are developed through observation and participation in the work of the laboratory schools. Study of the activities of children is supplemented by reading and discussion. Experiences with children are interpreted in the light of scientific findings in child development.

Special consideration is given to the importance of the language arts. Observations are made at the various learning levels, to enable the students to study the development of skills and to understand the importance of reading and language in the curriculum.

This professional experience will be directed through courses in the teaching of social studies, science, and arithmetic, and a practicum in art, music or physical education. Language Arts in the Elementary School and the Elementary School Curriculum serve as coordinating courses.

SOCIAL STUDIES IN THE ELEMENTARY SCHOOL—361

2 hours per week. (Credit—Part of 12 hour course.)

Designed to furnish each student with a background of information upon which he may draw in assisting elementary school pupils to interpret trends in modern life. Provides an opportunity for experience in locating, organizing, synthesizing, and interpreting fundamental social information. Considers possible approaches to social studies at the elementary school level.

SCIENCE IN THE ELEMENTARY SCHOOL—362

2 hours per week. (Credit—Part of 12 hour course.)

Emphasis in this course is directed toward helping students realize the significance of science for the elementary school child and what it can contribute toward his development. Criteria for selecting science experiences for children,

for curriculum construction, and for evaluating the results of these experiences are built up as students observe children at work.

ARITHMETIC IN THE ELEMENTARY SCHOOL—363

2 hours per week. (Credit—Part of 12 hour course.)

Includes kinds of arithmetic; the nature of meaning in arithmetic; core mathematical ideas running through elementary mathematics; research findings in the teaching of arithmetic; organization of units of instruction; evaluation of pupil progress.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL—364

3 hours per week. (Credit—Part of 12 hour course.)

A study of the language needs and abilities of children in the elementary school. Experiences which develop children's abilities to use language more effectively in reading, writing, speaking, and listening are evaluated in the light of scientific findings and modern practice. Emphasis is placed upon reading instruction. Opportunities are provided for observing children's reading and oral and written expression.

THE ELEMENTARY SCHOOL CURRICULUM—365

2 hours per week. (Credit—Part of 12 hour course.)

Effort is directed toward understanding the values and needs of our society, the developmental tendencies and tasks of children, the organization and sequence of activities in the elementary school curriculum, and principles of teaching and learning.

PRACTICUM IN ART, MUSIC, OR PHYSICAL EDUCATION

All students in elementary education are required to take one practicum. They may elect art, music, or physical education. Credit of 1 hour will be given in the 12 hour course.

PRACTICUM IN ART INSTRUCTION—366

2 hours per week. (Credit 1 hour.)

Students are given practice in planning and teaching art in a primary and in an intermediate grade, and work with the instructor in classroom and workshop where the art

problems are planned and developed. Discussion periods for evaluation are arranged and special demonstrations are given when the need arises. Means of obtaining art materials, and their preparation and care are given attention.

PRACTICUM IN MUSIC INSTRUCTION—367

2 hours per week. (Credit 1 hour.)

A course designed to acquaint students through observation and practice in the classroom, with children's needs, capabilities, and responses in music education. Students participate in planning, teaching and evaluating lessons in the primary and intermediate grades of the Lida Lee Tall School.

PRACTICUM IN PHYSICAL EDUCATION INSTRUCTION—368

2 hours per week. (Credit 1 hour.)

Students have opportunity to observe and participate in the teaching of physical education in several grades of the Lida Lee Tall School. One class session each week is devoted to planning and preparation for teaching and the following session to carrying out the plans with the children.

DIRECTED TEACHING—303 and 404

25 hours per week. (Credit 16 hours.)

Students have teaching experience in centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the kindergarten-primary, elementary grades, or junior high schools, and to engage in all other activities for which regularly employed teachers are responsible.

Individual and group conferences with teachers and supervisors afford guidance to students in selecting, organizing, and interpreting materials which further the total educative process according to the nature of the learner.

PRIMARY PRINCIPLES AND MATERIALS—311

3 hours per week. (Credit 3 hours.)

An analysis is made of the home influences, school environment, and personal interests of children in the primary grades. Characteristic problems of physical well-being, in-

tellectual growth, and character development are considered. Criteria for organizing and evaluating experiences gained through school activities, excursions, and units of subject matter are developed.

CHILDREN'S LITERATURE—401

3 hours per week. (Credit 3 hours.)

This course is designed to arouse and satisfy a genuine interest in children's books apart from school textbooks, to aid the student to obtain a better working knowledge of this literature, and to increase his awareness of degrees of excellence in content and form.

Education 401—Required of students who elect kindergarten-primary or elementary school education.

JUVENILE LITERATURE—402

3 hours per week. (Credit 3 hours.)

This course is designed to arouse and satisfy a genuine interest in junior high school books apart from school textbooks, to aid the student to obtain a better working knowledge of this literature, and to increase his awareness of degrees of excellence in content and form.

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL—420

3 hours per week. (Credit 3 hours.)

Course description on page 83.

MUSIC IN THE ELEMENTARY SCHOOL—ADVANCED COURSE —430

3 hours per week. (Credit 3 hours.)

Course description on page 81.

COURSES IN JUNIOR HIGH SCHOOL EDUCATION

The program of education for Junior High School Teachers is designed to bring about a closer integration between methods courses and the practical experiences of observation and student teaching. All students receive methods instruction in language arts, science, and social studies, as well as studying the junior high school child, while engaged in a program of active participation in typical teaching situa-

tions. Work in tests and measurement, an audio-visual workshop, and a post-practice seminar on education problems are included in the program.

THE ADOLESCENT AND HIS CURRICULUM—350

12 hours per week. (Credit 12 hours.)

Students who select the Junior High School education program participate in a series of experiences in which theory is integrated with practice. The theory courses required of all students are:

Education 350 — The Junior High School Curriculum — 3 hours per week.

Education 352 — Language Arts in the Junior High School — 2 hours per week.

Education 353 — Science in the Junior High School — 2 hours per week.

Education 354 — Social Studies in the Junior High School — 3 hours per week.

Education 355 — Measurement in the Junior High School — 2 hours per week.

Observations in Junior High Schools are scheduled as a part of the weekly program for students in the Education 350-355 courses.

THE JUNIOR HIGH SCHOOL CURRICULUM—350

3 hours per week. (Credit—Part of 12 hour course.)

The topics emphasized are: purpose of education, curriculum development and organization, nature of the junior high school program and educational experiences, group planning and work, and principles of teaching and learning.

LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL—352

2 hours per week. (Credit—Part of 12 hour course.)

This course deals with the communication of ideas in the junior high school curriculum. It includes reading, composition, penmanship, selling, library usage, and work-study-skills. Oral communication is concerned with speaking and with listening, observing, and thinking; written communication with reading and writing; the selection and use of resources of communication with research, study, and library practices.

SCIENCE IN THE JUNIOR HIGH SCHOOL—353

2 hours per week. (Credit—Part of 12 hour course.)

The emphasis of this course is directed toward helping prospective teachers realize the possibilities of utilizing general science materials in meeting the needs of junior high school pupils. The material and methods employed are considered in relation to the physical, mental, emotional, and social development of children of this level. Various types of curriculum organization are considered; sets of textbooks and reference materials are analyzed as to their appropriateness; experiences are provided in trying out curriculum materials which are developed by the class.

SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL—354

3 hours per week. (Credit—Part of 12 hour course.)

Consideration of current curriculum trends in the social studies; materials, methods and activities and their organization for classroom use. The special methods applicable to the teaching of history, geography and citizenship are studied as well as integration, correlation and the core program.

MEASUREMENT IN THE JUNIOR HIGH SCHOOL—355

2 hours per week. (Credit—Part of 12 hour course.)

Problems in measurement; principles underlying choice of test instruments; survey of test literature; administering, scoring, and recording test data; interpretation of test norms; construction of informal tests. Required of students who elect Junior High School education. Prerequisites: Mathematics 203 and Psychology 207.

DIRECTED TEACHING—303 and 404

25 hours per week. (Credit 16 hours.)

Course description on page 66.

PHYSICAL EDUCATION ACTIVITIES FOR THE JUNIOR HIGH SCHOOL—322

3 hours per week. (Credit 3 hours.)

Course description on page 83.

JUVENILE LITERATURE—402

3 hours per week. (Credit 3 hours.)

Education 402 is required of students who elect junior high school education. Course description on page 67.

GENERAL COURSES IN EDUCATION

AUDIO-VISUAL MATERIALS AND METHODS OF INSTRUCTION—315

3 hours per week. (Credit 3 hours.)

Methods for vitalizing learnings through the use of pictures, school trips, realia, motion pictures, radio, records and transcriptions. Experience is afforded in the location of materials, operation of apparatus, preparation of pupil and teacher-made tools of learning and presentation of concrete materials.

HISTORY OF EDUCATION—331

2 hours per week. (Credit 2 hours.)

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

MEASUREMENT IN HUMAN GROWTH AND DEVELOPMENT—411

3 hours per week. (Credit 3 hours.)

Problems of measurement applied to physical, intellectual, emotional and social growth; characteristics of a measuring instrument; organization and analysis of data; use and limitation of norms.

Prerequisites: Psychology 205; Education 303, 404.

AUDIO-VISUAL WORKSHOP—415

2 hours per week. (Credit 2 hours.)

Required of all students in the junior high school program. Offers practical experience in the operation of audio-visual apparatus, in the preparation of teaching aids, and in the application of modern tools of learning to the classroom situation. Among the aspects of the subject to be explored

are field trips, still pictures, realia, filmstrips, motion pictures, graphic devices, records, radio, and television.

PHILOSOPHY OF EDUCATION—432

3 hours per week. (Credit 3 hours.)

This course will acquaint the student with the cultural philosophies and provide some basis for organization of the student's own philosophy of life and education.

ENGLISH (6)

MR. BREWINGTON

MISS HUGHES

MISS CRABTREE, *Chairman*

MR. PAUL

MISS FISHER

MISS SHERMAN

MISS GERDES

MR. PAUL WEST

MR. GUESS

MR. WRIGHT

The English program provides the student with experiences in the appreciation of literature, present and past, and affords opportunities for self-expression in written and spoken forms. Through these courses the student is aided in his understanding of human beings, his search for truth and beauty, and his ability to participate in the thought life of the world. The specific offerings are planned to contribute to the young teacher's ability in communication, cultural and social development, and to his growth in self-realization.

CORRECTIVE SPEECH—100

2 hours per week. (No college credit.)

Teachers college students who have defective speech are required to take this course and pass it before being recommended for graduation.

COMPOSITION AND CONTEMPORARY LITERATURE—102-103

3 hours per week for two semesters. (Credit 6 hours.)

This course utilizes the close relationship among reading, talking, and writing and is designed to give the student an understanding of principles of composition as illustrated by contemporary writers. English activities involving both oral

and written expression provide opportunity for application of these principles. Excellent models of many types and forms of writing are studied, including: novel, biography, play, short story, poetry, and essay. Attention is given to improving techniques of reading.

ENGLISH LITERATURE—204-205

3 hours per week for two semesters. (Credit 6 hours.)

In this course English literary history is presented through a detailed study of representative writings and great writers. It includes literature from *Beowulf* through Sheridan and from the Romantics to the present day. Attention is given to types of literature, to dominant trends in movements, and to social and literary philosophies.

FUNDAMENTALS OF SPEECH—222

3 hours per week. (Credit 3 hours.)

Required of all teachers college students in the freshman or sophomore year. Emphasizes the sounds of spoken language, the principles and practice of public speaking, and the art of oral reading.

SPEECH CORRECTION AND THE CLASSROOM TEACHER—223

4 hours per week. (Credit 3 hours.)

Concerned with the broad educational principles that govern attitudes toward exceptional children in general and speech handicapped children in particular. Explains the major speech defects in detail: articulation and voice disorders, stuttering, retarded speech development, cleft palate, cerebral palsy, and impaired hearing. Recommends correction procedures for teacher and/or parent when no trained clinician is available or to supplement the work of an available clinician.

AMERICAN LITERATURE—307

3 hours per week. (Credit 3 hours.)

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent movements and writers from the pre-Revolutionary papers of

John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

SHAKESPEARE—312

3 hours per week. (Credit 3 hours.)

Plays from Shakespeare's great tragedies, histories, and comedies are studied with collateral readings of related works. The course includes the most interesting features of the Elizabethan stage and drama.

ADVANCED WRITING—313

3 hours per week. (Credit 3 hours.)

This course is concerned with the art of imaginative expression. Includes writing of articles and short stories and encourages work in any creative form. Registration for this course requires the permission of the instructor.

ELEMENTS OF STAGECRAFT—314

3 hours per week. (Credit 3 hours.)

Introduces the student to the skills and techniques of dramatic production—directing, costume, make-up, construction of stage settings, and lighting. Practice in the presentation of plays by the college dramatic club is an integral part of the course. Attention is given to the techniques involved in presenting public programs in the elementary and junior high schools.

CONTEMPORARY POETRY—319

3 hours per week. (Credit 3 hours.)

The significant movements and the important contemporary poets of England and America. Provides the student with an adequate understanding of the poetic thought of his own time.

CONTEMPORARY NOVEL—320

3 hours per week. (Credit 3 hours.)

A study of the trends in subject matter and technique of the twentieth century novel. Major emphasis is upon the important American novelists since 1914.

CONTEMPORARY DRAMA—321

3 hours per week. (Credit 3 hours.)

The best contributions to the drama written by American and English playwrights in the last twenty years. Special attention is given to the growth of the little theatre and the development of the one-act-play.

READINGS IN WORLD LITERATURE—324

3 hours per week. (Credit 3 hours.)

Readings of great writings, both in English and translated from Greek, Latin, Icelandic, Italian, French, and German. Homer to Francis Bacon.

CLASSICAL MYTHOLOGY—326

2 hours per week. (Credit 2 hours.)

A comparative study of Greek and Roman mythology with emphasis on the use of mythology in English and American literature. The importance of Mythology in teaching elementary and junior high school is stressed.

HISTORY AND LITERATURE OF THE OLD TESTAMENT—328

3 hours per week. (Credit 3 hours.)

Origin, development, classical forms, and modern significance of the history and literature of The Old Testament in the light of the history, social life, ethics, and literature of the modern world. No theology is included.

HISTORY OF THE ENGLISH LANGUAGE—330

2 hours per week. (Credit 2 hours.)

A study of the changes and reasons for the changes in grammar, sound, and vocabulary of the language, from Old English to modern times.

LANGUAGE ARTS IN THE KINDERGARTEN AND PRIMARY GRADES

3 hours per week.

Credited as Education 342. Course description on page 63.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 hours per week.

Credited as Education 364. Course description on page 65.

LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL

2 hours per week.

Credited as Education 352. Course description on page 68.

CHILDREN'S LITERATURE—401

3 hours per week.

Credited as Education 401. Course description on page 67.

JUVENILE LITERATURE—402

3 hours per week.

Credited as Education 402. Course description on page 67.

HEALTH EDUCATION (8)

DR. BULKLEY

MISS DOWELL, *Chairman*

MISS SARGENT

The Health Education courses deal with the basic needs of the human organism for healthy growth and development. The courses stress not only the responsibility of the individual for maintaining his own health and contributing to that of others, but also the function of the teacher in influencing and guiding pupils in healthy living.

PERSONAL HEALTH—201

4 hours per week. (Credit 3 hours.)

Elements of anatomy and physiology which serve as a basis for understanding individual health practices and prepare the student for the study of psychology and other courses in health education; emphasis is placed upon the health problems common to college students.

ELEMENTS OF PUBLIC HEALTH—310

3 hours per week. (Credit 3 hours.)

A study of the more common activities of community, state and national agencies in the prevention and control of communicable diseases and the individual's responsibility and role in maintaining and improving community health.

PHYSIOLOGY OF CHILD GROWTH—330

3 hours per week. (Credit 3 hours.)

A survey of physiological changes associated with growth and development through childhood and adolescence; evalua-

tion of measures of physical growth; general health needs of children and adolescents, and the teacher's part in promoting the health of pupils.

MATHEMATICS (11)

MR. RICE

MR. WEAVER, *Chairman*

Students electing the kindergarten-primary or elementary school program are required to take three hours of general mathematics; students electing the junior high school program are required to take six hours of general mathematics or its equivalent. The department offers electives in algebra and trigonometry for junior college students or for teachers college students who may wish additional preparation toward the teaching of mathematics in junior high school. These electives will satisfy requirements for one full year of college mathematics.

GENERAL MATHEMATICS—102

3 hours per week. (Credit 3 hours.)

This course acquaints the student with the mathematics basic to an understanding of the nature and function of a number system. The topics considered include: origin of number; structure of a positional number system; development of the fundamental operations; nature of reasoning in mathematics; mathematical symbolism; linear equations; approximate numbers.

COLLEGE ALGEBRA—103

3 hours per week. (Credit 3 hours.)

Basic algebraic concepts and principles are reviewed and extended. Advanced topics are selected and developed in keeping with the progress and needs of the class. Prerequisite: one year of high school algebra.

TRIGONOMETRY—104

3 hours per week. (Credit 3 hours.)

This course emphasizes the analytical and numerical aspects of trigonometry. Field problems involving the use of the transit, level and other instruments supplement and en-

rich the work of the classroom. The successful completion of Mathematics 103, or its equivalent, is a pre-requisite for Mathematics 104. The previous study of high school trigonometry is desirable but not mandatory.

GENERAL MATHEMATICS FOR JUNIOR HIGH SCHOOL TEACHERS—203

3 hours per week. (Credit 3 hours.)

This course is required of all students electing the junior high school program. The topics developed include principles of percentage and interest with applications, collection and organization of statistical data, construction and interpretation of graphs, basic principles and techniques of algebra, direct and indirect measurement, numerical trigonometry. The work of the classroom will be enriched by field problems and experiences in appropriate areas of study.

ARITHMETIC AND SCIENCE IN THE KINDERGARTEN AND PRIMARY GRADES

2 hours per week.

Credited as Education 343. Course description on page 63.

ARITHMETIC IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 363. Course description on page 65.

MODERN LANGUAGES (12)

MISS LEE

MISS TANSIL

MR. VON SCHWERDTNER, *Chairman*

While the main function of the Department of Modern Languages is to offer to junior college students courses suitable for transfer to liberal arts colleges, students in the teachers college may also avail themselves of these offerings.

FRENCH ELEMENTS—121, 122

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

INTERMEDIATE FRENCH—221, 222

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Prerequisite: French 121 and 122 or equivalent.

ADVANCED FRENCH READING; NOVEL AND SHORT STORY
—321

3 hours per week. (Credit 3 hours.)

Selective readings from various French novelists and short-story writers. Correlated lectures and outside reading.

Prerequisite: French 222 or equivalent.

ADVANCED FRENCH READING; POETRY AND DRAMA—322

3 hours per week. (Credit 3 hours.)

Readings of selections from the French poets and dramatists. Correlated lectures and outside reading.

Prerequisite: French 222 or equivalent.

GERMAN ELEMENTS—111, 112

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

INTERMEDIATE GERMAN—211, 212

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Prerequisite: German 111 and 112 or equivalent.

ADVANCED GERMAN READING; NOVEL AND SHORT STORY
—311

3 hours per week. (Credit 3 hours.)

Selective readings from various German novelists and short-story writers. Correlated lectures and outside reading.

Prerequisite: German 212 or equivalent.

ADVANCED GERMAN READING; POETRY AND DRAMA—312
3 hours per week. (Credit 3 hours.)

Readings of selections from the German poets and dramatists. Correlated lectures and outside reading.

Prerequisite: German 212 or equivalent.

SPANISH ELEMENTS—101, 102

3 hours per week for two semesters. (Credit 6 hours.)

A thorough and especially organized foundation of grammar; drills in pronunciation and elementary conversation; composition and translation.

INTERMEDIATE SPANISH—201, 202

3 hours per week for two semesters. (Credit 6 hours.)

Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate with the ability of the individual student.

Prerequisite: Spanish 101 and 102 or equivalent.

ADVANCED SPANISH READING; NOVEL AND SHORT STORY
—301

3 hours per week. (Credit 3 hours.)

Selective readings from various Spanish novelists and short-story writers. Correlated lectures and outside reading.

Prerequisite: Spanish 202 or equivalent.

ADVANCED SPANISH READING; POETRY AND DRAMA—302
3 hours per week. (Credit 3 hours.)

Readings of selections from the Spanish poets and dramatists. Correlated lectures and outside reading.

Prerequisite: Spanish 202 or equivalent.

MUSIC (13)

MR. GERIAK

MISS MACDONALD, *Chairman*

MISS WEYFORTH

The music program aims to acquaint students with music, as consumers, through hearing it and reading about it; and

as producers, through singing and playing. Through music students have opportunities for self-expression in a social medium. It will be their privilege as teachers to bring similar opportunities to children.

MUSIC APPRECIATION—103

3 hours per week. (Credit 3 hours.)

A survey course in music literature which aims to build a background for the understanding of music as a part of life today. The elements of music — rhythm, melody, and harmony — together with tone color and form; their significance in various compositions.

MUSIC FUNDAMENTALS—203

3 hours per week. (Credit 3 hours.)

This course is designed to enrich the student's background and develop musical skills in preparation for the teaching of music in the elementary school. It includes singing, performance at the piano, rhythmic expression, and enough elementary theory to enable the students to interpret songs to children, either with the voice or with an instrument, in a meaningful manner. All of the materials presented in the course are suitable for children in the elementary school.

Students will be grouped according to their musical abilities, upon entering the course.

MUSIC APPRECIATION—ADVANCED COURSE—310

3 hours per week. (Credit 3 hours.)

A further study of the world's music literature. A general survey of musical styles—classic, romantic, impressionistic, modern,—with illustration and discussion. Study of the music of these periods in relation to historical and social backgrounds and to literature and art. Includes guidance in the choice and presentation of music appropriate for study in the elementary school and the planning of units of work in appreciation.

ENSEMBLE SINGING, SIGHT SINGING, AND CONDUCTING—311

3 hours per week. (Credit 3 hours.)

Group instruction in voice and song interpretation. Ear

training and sight reading of many unison and part songs. Individual and group performance. Conducting.

Students enrolled in this course are expected to participate in the Glee Club.

CLASS PIANO AND ACCOMPANYING—312

2 hours per week. (Credit 2 hours.)

This course is designed to give students additional experience at the piano keyboard and is open to all students who have successfully completed Music 203.

GLEE CLUB

1½ hours per week. (Credit 1 hour for 2 consecutive semesters.)

Study and performance of choral literature. A maximum of 3 points credit may be earned in this way. (See Musical Organizations under Activities, page 49 for extra-curricular aspects of this work.)

ORCHESTRA

1½ hours per week. (Credit 1 hour for 2 consecutive semesters.)

Study and performance of orchestral literature. A maximum of 3 points credit may be earned in this way. (See Musical Organizations under Activities, page 49 for extra-curricular aspects of this work.)

PRACTICUM IN MUSIC INSTRUCTION

2 hours per week. (Credit 1 hour.)

(Credited as Education 367.)

Course description on page 66.

MUSIC IN THE ELEMENTARY SCHOOL—ADVANCED COURSE

3 hours per week. (Credit 3 hours.)

(Credited as Education 430.)

A survey and summary of the work in music in the elementary school. Examination of courses of study in use in the city and the counties and in important places outside the state. Evaluation of materials and procedures current in school music teaching. Consideration of all types of music activities in their relation to an integrated program. Creative work.

Students will have opportunity to participate in the planning and carrying out of musical projects in the Lida Lee Tall School.

PHYSICAL EDUCATION (16)

MISS DANIELS

MR. MINNEGAN

MR. KILLIAN

MISS ROACH, *Chairman*

MISS SARGENT

The physical education program provides for the development of skills and understandings for satisfying participation in sports and intelligent spectatorship, and development of interest in active outdoor recreation.

FRESHMAN, SOPHOMORE, AND JUNIOR YEARS—101-102, 201-202, 301-302

2 hours per week. (Credit 6 hours.)

These courses provide an introduction to physical education activities, and are planned to give the student a foundation for using them intelligently, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and an understanding of them; to develop game habits and understandings; to develop a method of learning skill and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

INDIVIDUAL GYMNASTICS

The Physical Education program includes work in individual gymnastics for all students. Conferences are by appointment and attendance is required. Both individual and group conferences are held and the student has opportunity to discuss his individual problems. The work continues until the student shows progress in understanding and demonstration of good posture. This is part of the courses 101-302.

PRACTICUM IN PHYSICAL EDUCATION INSTRUCTION

2 hours per week. (Credit 1 hour.)

Credited as Education 368. Course description on page 66.

RECREATION—310

3 hours per week. (Credit 3 hours.)

Preparation for leadership and organization of after-school activities for children, such as club, hiking, camping and playground activities. Students visit recreation centers in the vicinity. Specialists in various phases of recreation—story telling, crafts, recreational singing, playground, and club work—are invited to give part of the course. Students are expected to participate in some organized recreation work with children.

PHYSICAL EDUCATION ACTIVITIES FOR THE JUNIOR HIGH SCHOOL

3 hours per week. (Credit 3 hours.)

(Credited as Education 322.)

Basic physical education activities for the junior high school grades. Methods of teaching sports, track and field stunts, combatives, rhythms, relays, and mass games.

RHYTHMS AND DANCING—410

3 hours per week. (Credit 2 hours.)

This course broadens the experience and preparation for teaching rhythms and dancing. It includes analysis of fundamental dance rhythm, creation of simple dance patterns, singing games and types of accompaniment, selection of appropriate materials for various age levels and possible outcomes, preparation of dance material for festival and holiday programs, and recreational dancing. Students will have practice in these activities.

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

3 hours per week. (Credit 3 hours.)

(Credited as Education 420.)

Additional preparation for the physical education work of the elementary grades. The aims of the physical education program are considered; an attempt is made to understand appropriate outcomes for each age level and to learn how to select and use materials which will contribute to the accomplishment of these objectives. The State Program of Physical Education, the Baltimore City Course of Study and other programs of physical education are considered.

PSYCHOLOGY (20)

MISS BALDRIDGE

MR. HARTLEY, *Chairman*

MISS CLARKE

MR. MOSER

MR. NEULANDER

Society requires of teachers to whom it intrusts its children that they become able to exercise sympathetic understanding, wise guidance, and intelligent direction of the growing child to the end that he may become a well-adjusted personality and an asset to his community. Psychology claims as its responsibility the promotion of growth in the understanding, prediction, and control of human behavior.

GENERAL PSYCHOLOGY—201

3 hours per week. (Credit 3 hours.)

The problems, methods, facts and principles of psychology which are useful in explaining human experience and behavior. The materials cut across the various fields of psychology in order to give a survey of the science of psychology as a whole. Among the topics treated are: scope and methods of psychology; general principles of psychological development; learning, remembering and thinking; motivation of behavior; perception; feeling and emotion; measurement of individual differences. Open to junior college students only.

HUMAN GROWTH AND DEVELOPMENT—205

3 hours per week. (Credit 3 hours.)

This course provides an introduction to the methods and procedures used in making a scientific approach to the study of human behavior. Through a study of the general characteristics of human development students gradually develop the ability to interpret normal behavior patterns in terms of the drives which energize them and the past experiences which give them direction. Through observation of children and the writing and interpretation of records the interweaving of theory and direct experience will be made possible.

PROBLEMS OF ADJUSTMENT—206

3 hours per week. (Credit 3 hours.)

This course offers an opportunity for the further development of skills and abilities begun in Psychology 205. The

students' own problems and the common adjustment problems of the child will be emphasized. Increased attention is given to the impact of culture upon the growing child and his methods for meeting these demands. Varied experiences are provided for the direct observation and interpretation of child behavior, the learning process, the measurement of abilities, and the grouping of children in the elementary school.

PSYCHOLOGY OF ADOLESCENCE—207

3 hours per week. (Credit 3 hours.)

Physical, emotional, intellectual development during adolescence; social development and heterosexuality; adolescent personality; problems of adjustment; juvenile delinquency; guidance of adolescents.

PSYCHOLOGY OF LEARNING—208

3 hours per week. (Credit 3 hours.)

Learning as adjustment; forms of learning; experimental data concerning the fundamental nature and conditions of learning. Teaching and learning; procedures helpful for improving learning efficiency; transfer of training.

MENTAL HYGIENE—420

3 hours per week. (Credit 3 hours.)

This course deals with the functions and processes of adjustment, the main problems of life to which adjustment is made, and the nature of conflict. Guest lecturers, movies, and field trips are included.

SCIENCE (17)

MR. COX

MR. FORBES

MR. CROOK

MR. HATHAWAY

MR. DESAUTELS

MISS ODELL

MR. J. Y. WEST, *Chairman*

The curriculum in science helps students to understand their natural environment and the scientific phenomena which are part of their everyday lives.

The courses are designed not only to enrich the students' background but also to make them better able to select desirable experiences in natural science for pupils.

BIOLOGICAL SCIENCE—101-102

4 hours per week for two semesters. (Credit 6 hours.)

Principles of Zoology, 3 hours; Principles of Botany, 3 hours.

This course is particularly concerned with the study of the methods by which biological knowledge is acquired and tested. The content includes a study of the general characteristics of living things, a survey of the animal and plant kingdoms according to evolutionary sequences; and a study of the life histories of representative animals and plants.

BIOLOGICAL PRINCIPLES—104-105

6 hours per week for two semesters. (Credit 8 hours.)

This is a course in general biology with illustrative material taken from the fields of both plant and animal biology. The anatomy and physiology of a representative series of life forms are studied in evolutionary sequence. Life histories of certain organisms are studied in detail, and an attempt is made to explain their adaptations and habits in the light of relationships and environment. Common generalizations applicable to all living things are studied. Two hours of lectures and four of laboratory. Open to junior college students only.

PHYSICAL SCIENCE—202-203

4 hours per week for two semesters. (Credit 6 hours.)

This course is designed to give a broad acquaintance with the various fields of the physical sciences. Its primary aim is to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to living. Its material is selected from the fields of astronomy, earth sciences, physics and chemistry. It cuts across the boundaries of these fields in order to bring out their relationships and to provide a background for the understanding and appreciation of the cooperative nature of the scientific advances of today.

GENERAL CHEMISTRY—206-207

6 hours per week for two semesters. (Credit 8 hours.)

These courses constitute the first year of college chemistry. The contents include mainly a study of the principles and theories underlying modern chemistry. Laboratory and lecture periods are coordinated so as to develop these principles through an experimental and problem approach. Additional contents include the detailed study of certain elements and compounds as they have bearing upon the development of general theory. Two one-hour lectures and two two-hour laboratory periods.

FIELD NATURAL SCIENCE—418

4 hours per week. (Credit 3 hours.)

A course aimed to acquaint students with life in its various forms to each other and to man. Lectures, discussions, and laboratory work will center around field observations made in nearby woods, fields, and streams and will stress organisms of practical importance and general interest.

INTRODUCTORY AVIATION—419

4 hours per week. (Credit 3 hours.)

A course in the interrelationship of the individual and community to aviation developments. Basic principles of flight theory and control, aircraft and engine construction, navigation, weather information processing, air traffic control, and C. A. A. regulations are studied.

Military, political, and geographical implications of aviation and the influences of large aviation facilities on the community are considered.

Field trips, laboratory work, and Link Trainer instruction are included in the course.

ORNITHOLOGY—420

4 hours per week. (Credit 3 hours.)

A laboratory and field course in bird identification, structure, behavior, ecology, and general economic relationships. Emphasis is placed upon the birds of the Baltimore area. Migration and individual bird movements are studied at the

U. S. Government approved Banding Station which has been established on the campus.

GENERAL ENTOMOLOGY—421

4 hours per week. (Credit 3 hours.)

A laboratory and field course in the study of insects. Recognition of the more common orders, and a study of their structure, behavior, ecology, economic importance and control. Special attention is given to the needs of students in preparing teaching materials.

SCIENCE IN THE KINDERGARTEN AND PRIMARY GRADES

2 hours per week.

Credited as Education 343. Course description on page 63.

SCIENCE IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 362. Course description on page 64.

SCIENCE IN THE JUNIOR HIGH SCHOOL

2 hours per week.

Credited as Education 353. Course description on page 69.

SOCIAL SCIENCE (30)

Geography, Economics, History, Political Science, Sociology.

MISS BLOOD

MR. MATTHEWS

MISS KAHL

MR. MCCLEARY

MR. LAINE

MR. WALTHER

MR. WILLIS, *Chairman*

Twenty-four semester hours of credit in the social sciences are required of teachers college students. Of these credits, eighteen hours are prescribed, and six hours are elective. One of the elective courses must be selected from the following group.

Social Science 320—History and Geography of Maryland

(open to juniors and seniors) 3 hours

Sociology 301—Introduction to Sociology 3 hours

Economics 305—Introduction to Modern Economic Thought .. 3 hours

Political Science 306—Government of the United States 3 hours

Political Science 407—Comparative Government of Foreign

Powers 3 hours

COURSES IN GEOGRAPHY

ELEMENTS OF GEOGRAPHY—103-104

3 hours per week for two semesters. (Credit 6 hours.)

This course comprises a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. It aims to build an appreciation of the types of civilization which have developed in different environments, and of the ways in which the natural balance can be disturbed through the productive and explorative activities of mankind. A survey of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of the course. Diverse regions of the earth are studied with emphasis on the inter-relationships between plant, animal, and human life and the natural environment. Map reading and interpretation are stressed as tools of geographic thinking and expression.

REGIONAL GEOGRAPHY OF THE UNITED STATES—310

3 hours per week. (Credit 3 hours.)

The common social, economic and political interests of the major regions of the United States, as outlined by Odum, form the basis of this study. It describes and interprets the culture patterns of each region in relation to the natural settings in which they have developed.

REGIONAL GEOGRAPHY OF EUROPE—311

3 hours per week. (Credit 3 hours.)

A regional analysis and appraisal of the human geography and natural resources of Europe. Problems of nationality, economic development, and cultural conflicts are considered.

Prerequisite: Geography 103 and 104.

HISTORY AND GEOGRAPHY OF MARYLAND—320

3 hours per week. (Credit 3 hours.)

Political, social and economic development of the state and its relations to major events in the development of the nation. Natural resources; regional land use; industrial development, particularly in the Baltimore area. Field trips are taken to places of historical and geographical interest.

REGIONAL GEOGRAPHY OF THE FAR EAST—410

3 hours per week. (Credit 3 hours.)

A study of some of the human and economic resources and problems of Japan, China and India. Traditional land use, recent commercial agriculture, real and potential industrial development, political problems, and the relation of these regions to current world affairs.

ECONOMIC GEOGRAPHY—412

3 hours per week. (Credit 3 hours.)

The regional distribution of the world's resources, industries and population with emphasis upon problems of international trade. An analysis of the productive and extractive industries, manufacturing, and commerce in relation to the geographic environment and the cultural level of the people.

COURSES IN HISTORY

HISTORY OF WESTERN CIVILIZATION—201-202

3 hours per week for two semesters. (Credit 6 hours.)

Traces the development of European man as a social being, from the establishment of the Greek City to the present time. Consideration will be given Europe's debt to the ancient Oriental civilizations of Egypt, Crete, and Mesopotamia. Movements rather than events will be stressed, with particular emphasis upon social, economic, and political phases of Western life.

SURVEY OF ENGLISH HISTORY TO 1785—303

3 hours per week. (Credit 3 hours.)

The evolution of the political, legal, social, economic and cultural institutions of England and the spread of England overseas. The triumph of Parliament over monarchy and the development of the Rights of Englishmen.

Prerequisite: History 201-202.

BRITAIN IN THE NINETEENTH CENTURY—304

3 hours per week. (Credit 3 hours.)

The British Empire in the period of its greatness. The struggle against France, the Industrial Revolution, the rise of the bourgeoisie to political control, the spread of empire,

the symbolism of the Victorian era, and the evolution of democratic processes.

Prerequisite: History 201-202.

EUROPE SINCE 1914—312

3 hours per week. (Credit 3 hours.)

Events leading to World War I, the course of the conflict, and the peace which followed. Special attention is given to the rise of conflicting political ideologies between wars; Germany's drive to control central Europe; the origins, strategies, and results of World War II. The material achievements of the modern age will be viewed in light of the evolving world.

Prerequisite: History 201-202.

BACKGROUND OF CONTEMPORARY WORLD PROBLEMS—203

3 hours per week. (Credit 3 hours.)

A study of current world problems and an investigation of the economic and political factors involved. Special attention is given to the proposals for world accord and peaceful cooperation of nations.

HISTORY AND GEOGRAPHY OF MARYLAND—320

3 hours per week. (Credit 3 hours.)

Course description on page 89.

HISTORY OF THE UNITED STATES—402-403

3 hours per week for two semesters. (Credit 6 hours.)

A comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

THE UNITED STATES SINCE 1914—411

3 hours per week. (Credit 3 hours.)

A detailed study of the economic, social and political his-

tory of the United States since 1914 as it affects the present status and future development of the American people.

Prerequisite: History 402-403.

COURSES IN SOCIOLOGY, ECONOMICS, AND POLITICAL SCIENCE

INTRODUCTION TO SOCIOLOGY—301

3 hours per week. (Credit 3 hours.)

A study of the development of group life of man from prehistoric times to the present. Patterns of individual and group behavior, social interaction, the rise and diffusion of culture elements, custom and fashion, caste and social classes, patriarchal and matriarchal societies, folkways, family and tribal organization are considered. The study of selected social problems is also included.

INTRODUCTION TO MODERN ECONOMIC THOUGHT—305

3 hours per week. (Credit 3 hours.)

A brief survey of the principles, history and problems of economics with the purpose of giving a general understanding of the economic phases of national and international problems. Some attention is given to personal and consumer economics.

GOVERNMENT OF THE UNITED STATES—306

3 hours per week. (Credit 3 hours.)

The principles, structure and functions of the government of the United States, and the problems involved in the extension of the scope of democratic government in our contemporary life. Emphasis is placed upon the nature and growth of our government as an instrument of democratic control.

COMPARATIVE GOVERNMENT OF FOREIGN POWERS—407

3 hours per week. (Credit 3 hours.)

A comparative survey of the constitutional and legal processes of England, France, Russia, Italy, Germany, China and Japan. At the end of the semester attention is given to the smaller social-democratic states of Europe.

COURSES IN EDUCATION

SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

2 hours per week.

Credited as Education 361. Course description on page 64.

SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL

3 hours per week.

Credited as Education 354. Course description on page 69.

GRADUATES

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ROBERTA GOENNER	IVA SHIPLEY
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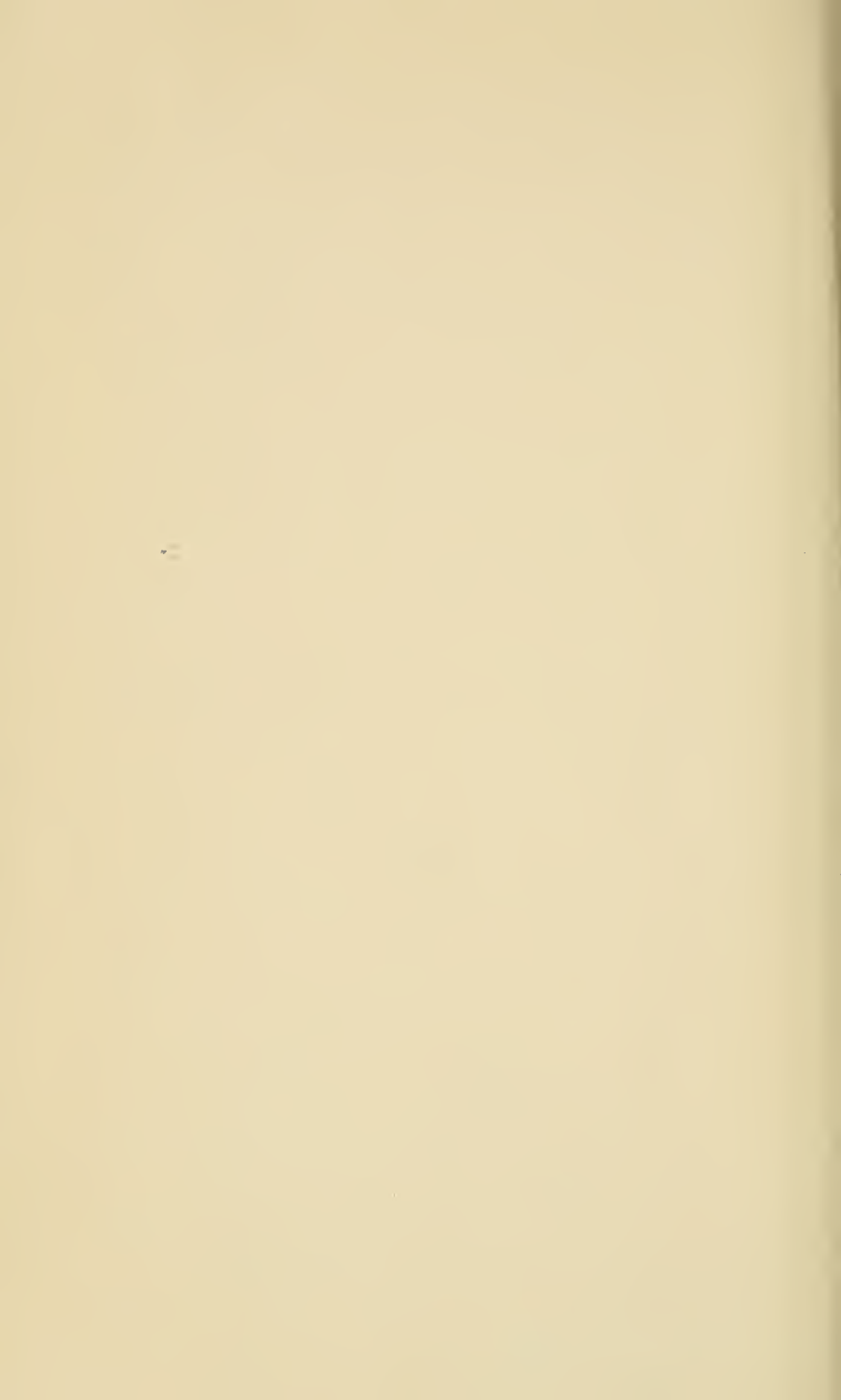
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